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ABSTRACT

This study examines the analysis, design, development, implementation, and evaluation of an instructional development project addressing resume writing. The project produced a learning activity package (LAP) that guides ninth-grade students through the steps necessary to write a complete resume. The LAP was organized by the main sections placed in the order that most positively reflects the achievements of a ninth grader. Formative evaluation techniques were used to perfect the LAP. The result was learning material that was successfully used with the target population. The LAP appended to this report contains information in a self-paced programmed format that leads students through the steps of writing a resume, including self-evaluation exercises, fill-in questions, checklists, and pretests and posttests. A three-page bibliography is provided. (KC)

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THE SCHOOL OF MEDIA AND ARTS

of

NEW YORK INSTITUTE OF TECHNOLOGY

announces the

Final Examination

of

Joan Hunter

for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

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Preparing a Resume:
A Learning activity for Ninth Grade Students in Introduction to Occupations

Abstract

This is a report and examination of the analysis, design, development, implementation and evaluation of an instructional development project addressing resume writing. The designer applied systematic techniques to produce a learning activity package that guides ninth grade students through the steps necessary to write a complete resume. The LAP was organized by the main sections were placed in the order that most positively reflects the achievements of a ninth grader. Formative evaluation techniques were used to perfect the LAP. The result was learning material that was successfully used with the target population.

Wednesday, May 18, 1988 at 2:30 p.m.

in

Dean's Conference Room, French Chateau, Rm. 101
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Old Westbury, NY

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PREPARING A RESUME: A LEARNING ACTIVITY
FOR NINTH GRADE STUDENTS IN INTRODUCTION TO OCCUPATIONS

a

THESIS/PROJECT

by

JOAN HUNTER

submitted to the faculty of the
School of Media and Arts

of

NEW YORK INSTITUTE OF TECHNOLOGY

in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

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PREPARING A RESUME
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Joan D. Hunter

B.S., 1983, New York Institute of Technology

A Thesis/Project

submitted to The Faculty of the

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of New York Institute of Technology in partial satisfaction of the requirements for the degree of

Master of Science

June 12, 1988

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CHAPTER 1

INTRODUCTION

Overview

We live in the age of technology. New inventions, new philosophies and new insights are all occurring at a rapid pace. Business and industry are utilizing and benefiting from these changes and expecting the public to accept, change and grow along with them. Business and industry expect this education of the public to begin in our schools. Requests arrive in the offices of school superintendents that state. . .

> Add career skills to your curriculum; instruct your students in the proper ways of searching for a job.
>
> Teach your students to be wise consumers. There is too much change occurring to fall behind in evaluating and decision making.
>
> The entry-level skills of the work force are declining. Offer a program that will provide entry-level competencies for initial employment. (H. M. Koenig, Founder's Day speech, February 25, 1988)

In response to these requests, the New York State Board of Regents, in 1984, adopted the Regents Action Plan to Improve Elementary and Secondary Education

Results in New York. Many disciplines, including occupational education, were addressed in the plan. Changes to the occupational education curriculum were the result of meetings with representatives from business and industry, social sciences, students, teachers and administrators. Three of their recommendations, in direct response to the needs of business and society were:

1. Every high school graduate should receive instruction in basic employment seeking and maintaining skills.

2. Every high school graduate should be prepared to enter employment and/or postsecondary education.

3. Occupational education should emphasize instruction toward development of broad, transferable skills common to an occupational area.

(The State Education Department, 1986.)

Occupational education seeks to prepare students for life as productive members of society. The Regents Action Plan strives to blend students and business. The State Education Department (1986) further states:

> The desired result of the Regents Action Plan is a system of education that can quickly and effectively respond to changes in the knowledge and skills required by society in general,

> and by business and industry in particular. Understanding the needs of society in general, and of employers in particular, is a critical aspect of understanding the needs of students.

In order to fulfill the recommendations of the plan, courses of instruction had to be developed. Introduction to Occupations is one such course. Offered to students in the ninth and tenth grades, it includes modules such as: 1) The Economics of Work; 2) The Working Citizen; 3) Personal Resource Management; and 4) Decision Making. Upon completion of this one-credit course, students will have the knowledge and skills as requested by businesses and industry.

Preparing a resume, the topic of this project, is a basic employment seeking skill which is broad and transferrable among occupations. As a result it supports the Regents Action Plan's recommendations in addition to fulfilling a need of business, industry and society.

Preparing a resume is one learning activity within the Introduction to Occupations curriculum. It is included in the curriculum in the following hierarchy:

COURSE: Introduction to Occupations

MODULE: The Working Citizen

UNIT: The Job Selection Process

ACTIVITIES: Social Security number

Working papers

Resume preparation

Application forms

Job interview

Social skills

Statement of the Problem

Preparing a resume is a skill common to any occupational area, and therefore an appropriate learning activity in an occupational education curriculum. Traditionally, though, occupational education classes include students with educational handicaps. The usual plan for these lower-achieving students is an occupational sequence in high school, graduation and entry into the work force. Judging from informal classroom surveys, most students do not enter the work force with resume in hand.

The problem is twofold: 1) motivate the (lower-achieving) student to understand the need for a resume and 2) motivate the student to want to prepare a resume as accurately as possible.

The target population for resume preparation are ninth grade students in Woodland Junior High School in East Meadow, New York. Although the students are certain of their need for a full-time job upon high school graduation, they are not certain of their need for a

resume. Taken one step further, some students will acknowledge the need for a resume three years from now, but see no need for a resume now.

The solution to the problem was the development of a learning activity package on resume preparation, unique to this target population. The designer of this project, an Introduction to Occupations teacher, has noticed the following student behavior: 1) noninterest, at age fourteen, in preparing a resume; 2) nonmotivation to complete a resume as thoroughly and accurately as possible; and 3) frustration when using a resume template that assumes a high school education and previous job experience.

Numerous publications are available on the preparation of a resume. Those available to the public through bookstores and libraries address an audience with a college, or at least a high school, education. Publications available through education sources address the upper-level high school student. Although these materials can be adapted for a ninth grade student, they are not unique to that particular age group, nor are they unique to a lower-achieving student. The target population will benefit from learning materials designed for them, specifically. Most people are more conscientious, more careful and more motivated to take responsibility when ownership is involved. Step one in

motivating the Woodland students to complete a resume, was giving them ownership of the learning materials.

Purpose of the Project

The purpose of the project was to enable the students to create one of the tools necessary for entering employment--the resume. The objective was to guide these students from the initial position of "Why do I need a resume when I only want a job," to an end product of a completed, and useable resume. The process of moving from the initial position to the end product requires following the five Instructional Systems Design steps of analyzing, designing, developing, implementing and evaluating.

Definition of Terms

The following terms are defined for their specific use in this thesis/project.

1. **Learning Activity Package (LAP)**--A printed unit of instruction that is self-instructional in format. It should have an integrated theme and provide students with the information necessary to acquire and assess specified knowledge and skills (Dick and Carey, 1985). LAPs are designed to teach a single concept or idea.

2. **Lower-Achieving Student**--A student who falls into one of three categories:

    1. The student spends at least one period a

day in a resource room;

2. The student is repeating the ninth grade;

3. The student has an overall C minus or lower average

3. **Materials**--Those items used by the student, including handouts, Learning Activity Package, pens and pencils, scrap paper.

4. **Resources**--Those items used by the teacher as sources of information for the lesson topic, including textbooks, library books, syllabi, New York State Education Department publications.

5. **Students**--Ninth grade students in Woodland Junior High School, East Meadow School District, New York. Also known as the target population.

6. **Resource Room Student**--A student who spends at least one period a day with a special education teacher, in a resource room setting.

Assumptions

1. That the students using the learning activity package on resume preparation are enrolled in the one-credit Introduction to Occupations course.

2. That the students have not previously written a resume.

3. That preparing a resume is a skill that is transferable to future work situations.

Limitations

1. That the learning activity package described in this thesis/project was designed for ninth grade, lower-achieving students in Woodland Junior High School. It may not be suitable for use in other school districts without some modification.

Method and Procedures

The method used to develop the learning activity package was based on the Florida State or Interservice Model of Instructional Systems Design (ISD). Variations on this model are widely used and accepted in the field of instructional technology. The primary focus of ISD is on what knowledge or skills the learner needs to have at the end of instruction. Instruction is then directed toward the knowledge or skills identified as those needed to be taught. Instruction is, therefore, specific to a need.

The primary resource for the design of the learning materials was The Systematic Design of Instruction, (Dick & Carey, 1985). It guides the user, in linear format, through a systems approach model, based on ISD. The fives stages of ISD are: analysis, design, development, implementation and evaluation.

Analysis

The designer, as a teacher of Introduction to Occupations, saw the need in the classroom for instructional materials that met the specific needs of the students in this course. Before beginning the design of new instructional materials, the designer gathered existing materials to see if the need could be met by simply modifying these existing materials. Although some preexisting materials met part of the need, none of the materials met all of the need. As a definite need was established, the next step was to identify the instructional goal and perform a task analysis.

Design

The design stage involved several steps. Based on the outcome of the task analysis, performance objectives were written for each task. The primary resource for writing a measurable objective was Preparing Instructional Objectives, (Mager, 1984). Performance objectives were then grouped in the order most appropriate for step-by-step learning. Next, the student's entry-level knowledge and/or skills were established; pretests, embedded tests, and post tests were written; and a training plan was developed.

Development

The development of the instruction and the learning activity were based on Gagne's (1985) nine instructional

events, as described in The Conditions of Learning and Theory of Instruction. These nine events were applied to both the teacher's instruction and the design of the learning activity package. The media used in this instructional design was printed material. The method of instruction was self-paced/individualized learning with teacher guidance, based on Developing Individualized Instructional Material (Johnson, 1972), and Learning Activity Package on The Preparation of a Learning Activity Package (NYIT, 1985). Establishing the accuracy of the LAP was an on-going process, and the designer noted any problems or discrepancies for further revision.

Implementation

Based on the results of developmental testing, the designer revised the learning activity package. The instruction was then delivered to the target population, following the instructional system that was designed and developed in the two previous stages.

Evaluation

The evaluation stage seeks to ensure that the instructional goal and performance objectives have been met. The formative evaulation consisted of three one-on-one trials, a small-group trial and a field trial. This information was used to revise and improve the instructional materials (Gagne, 1985). The summative evaluation was based on the final version of the learning

activity package, administered to the target population. The question to be answered at this point was "Has this instruction made a difference in student learning--a difference that accomplishes a worthwhile purpose?" (Gagne, 1985). The dynamic quality of the evaluation stage ensures the teacher's ability to continually meet the performance objectives.

Summary

We live in an age where change is frequent and technology is progressing rapidly. The business and industry field, in their concern to keep pace with these changes, is requesting the career-oriented education of our children. Preparing a resume is a career-oriented skill. One problem is that the traditional occupational education student is a lower achiever, and unable to see an immediate need for such a career-oriented skill. A means of addressing this problem was the development of instructional materials--a learning activity package--specifically for the ninth grade students in Woodland Junior High. During the analysis stage it was determined that learning materials that would give the students a sense of ownership did not exist. The design stage established the objectives--or what knowledge the students would have at the end of instruction. During development, Gagne's nine instructional events were

applied to the learning activity package and formative evaluation was conducted. The package was then implemented with the target population and summative evaluation followed. The entire process followed the five stages of Instructional Systems Design.

CHAPTER 2

ANALYSIS

Introduction

Analysis is the first stage of Instructional Systems Design. There are three steps that comprise the analysis stage. The first step is to conduct a needs analysis. The questions to be answered are: Is there an instructional need? Can this need be met through instruction using appropriately chosen learning materials? Step two is to conduct a job analysis. This is accomplished by using existing learning materials and feedback from the learners to break down the instructional need into a list of tasks. The last step is to conduct a task analysis. During this stage the designer chooses those tasks that are needed for instruction; breaks each task down into a list of steps necessary to complete the tasks; and identifies the required attitudes and prerequisite knowledge.

Needs Analysis

Determining the instructional need for preparing a resume was the direct response to business and industry's request that schools teach career-related skills. Preparing a resume is such a skill, and is transferable from occupation to occupation. The Department of Education, State of New York requires resume preparation

in the course Introduction to Occupations. Factors influencing the need were inappropriate existing learning materials and lack of student understanding of the immediate need for a resume.

Job Task Analysis

Eight main tasks were identified as requiring instruction. Tasks were identified based on the main sections of a resume. The tasks were arranged based on those most important for a fourteen year old student, with little or no previous work experience. After the eight tasks were arranged, the steps required for completion of each of the tasks were identified. A complete listing of all tasks and steps is located in Appendix 1.

Target Population Analysis

The initial target population was twenty-four ninth grade students in Woodland Junior High School, East Meadow, New York. The average age of the students was 14.5 years. The students were taking Introduction to Occupations as high school freshmen in a junior high building. When the time to implement the instructional design arrived, this particular group of students had already completed a unit on preparing a resume. Therefore, another target group had to be located that matched, as closely as possible, the composition of the original group.

The original group of twenty-four students contained ninteen lower-achieving students. Out of the nineteen, four were resource room students and two were repeating the ninth grade. Five students, out of the twenty-four, maintain a B or above average. All of the students indicated a desire to follow an occupational sequence in high school. Their choice of occupations ranged from accounting to auto mechanics to carpentry.

The alternate target group chosen consisted of twelve students. Nine were classified as lower-achieving students. Out of the nine, two were resource room students and one was repeating the ninth grade. Three students, out of the original twelve, maintain a B or above average. The alternate target group contains 4.2 percent more B or above students than the original group. The designer felt this was an acceptable variation. Again, all students wanted to follow an occupational sequence in high school. The target population summary is shown in Table 1.

One reason for the popularity of occupational education sequences is the encouragement of the guidance department. Under the Regents Action Plan, students need various combinations of sequences to graduate. The ordering of the sequences and the number of credits required to graduate are more strict for classes 1990 and on. The target population is the class of 1991 and.

therfore, fall under these restrictions. A sequence in occupational education counts toward the required graduation sequences.

Table 1

Target Populations Summarized in Chart Format

	Groups	
	Original	Alternate
Number of students	24	12
Percent of total	100%	100%
Number of lower achieving students	19	9
Percent of total	79.2%	75%
Number of resource room students	4	2
Percent of total	16.7%	16.7%
Number repeating ninth grade	2	1
Percent of total	8.33%	8.33%
Number with B or above average	5	3
Percent of total	20.8%	25%
Number choosing occupational sequence	24	12
Percent of total	100%	100%

Organizational Constraints

Based on Anderson's (1983) media selection process in his book Selecting and Developing Media for Instruction the most appropriate medium for this instruction was printed material. The printed material chosen was a learning activity package. The students each had their own package. The East Meadow School District encourages hands-on work and use, or production,

of real-life materials. A high speed copier is available to teachers, with no restrictions on its use for educational materials. The designer used the copier for the first draft of the package which was used for one-on-one, small group testing and field trial. The copier was again used to produce the revised version for implementation. Projected restraints were break-down of the copier and a waiting line for its use. The former did not occur and the latter was avoided by remaining after the school day to copy.

Definition of the Instructional Program

Instructional Goal

Given a learning activity package the students will prepare a resume. The resume must include personal information, career objective, education, abilities, interests, work experience, honors and achievements, and references. The completed resume will be neatly written on a resume template and be no longer than one sheet of paper.

Analysis of an Instructional Goal

One fundamental step of the instructional analysis of a goal is to classify the goal statement according to the kind (domain) of learning that will occur. (Dick & Carey, 1985). Preparing a resume is classified as an intellectual skill by Dick and Carey (1985) and Gagne

(1985). The four types of intellectual skills are: discriminations, concepts, rules and problem solving. While preparing a resume, students needed to discriminate between job and nonjob activities and abilities; apply rules of reverse chronological order to education and work experience; and problem solve in choosing a career objective.

Printed materials were determined to be the best media. Anderson (1983), in his media selection charts asks the question, "Is the lesson intended to be self-paced?" The answer for the target population is modified self-paced. LAP's are traditionally self-paced. Lower-achieving students need structure and frequent reinforcement. The package was designed to allow for student and teacher interaction at eight check points. The use of printed materials met three objectives: They 1) contained factual information, written at an appropriate reading level; 2) aided in the use of recognition and discrimination skills; and 3) provided a real-life example for the students--the resume (Anderson, 1983).

A learning activity package is a self-contained set of teaching-learning materials, designed to teach a single concept and is to be used primarily on an individual basis (New York Institute of Technology, 1985). A learning activity package should include a

title page, naming the topic; a pretest; instructional objectives; learning activities; check points; review tests; and a post test. A LAP is one method of meeting a wide range of student abilities, learning rates and learning styles.

Bernard (1972) addresses the lower-achieving student. The designer feels the characteristics of this type of student were met in the instructional design. Characteristics considered were the use of positive reinforcement; giving students a degree of autonomy, self-direction and independence; giving students a feeling of belonging and attachment to the materials; and providing concrete and tangible concepts instead of the abstract. Also considered during instructional design were slower learner characteristics defined by The Ohio State University (1981). Many of their characteristics were the same as Bernard's. New characteristics considered were slower students 1) learn physically, using their hands to write or manipulate; 2) have short attention spans and low levels of concentration; and 3) are interested in the present--now.

Review of Literature and Survey of Existing Courses and Materials

For the purpose of this project, literature was defined as publications providing resource information on

the topic. Materials were defined as publications usable in a classroom situation.

Before beginning the design of the instructional material it had to be determined that literature and materials meeting the instructional need were not already in print. The instructional materials needed to be appropriate for classroom use in a junior high school. Sources used for a search of existing literature materials were the ERIC (Educational Research Information Center) database, New York State Department of Education, Northport library database of Long Island public and college libraries, InfoTrac Magazine Index Plus and East Meadow Teacher Resource Center.

Literature Review

Five publications, defined as literature, were identified by the designer as appropriate to the topic. The ERIC database listed sixty-three publications as a result of a search using the identifiers career education; working citizen; resumes; job applications; educational psychology; occupational education; secondary education; and slow learners. The publications spanned occupational education from economics to welding and spanned student populations from dropouts to black women. The list was narrowed down to five publications that were specific to the thesis/project. One of these was appropriate for the target population. New York State

provided three publications which included information on the topic of resumes. One was appropriate for the target population. The Northport library contained twenty-six books on resume preparation. Two were appropriate for the target population. InfoTrac Magazine Index listed ten magazine articles about resumes. None of the articles were appropriate for the target population. The East Meadow Teacher's center provided two publications. One was appropriate.

1. A Real Job For You--An Employment Guide for Teens
(R. Lee, 1985)

This commercially published book assists the teenager through the job search steps of reading help wanted ads; the cover letter; the resume; application forms; interviews; and follow-up. The chapter on resume is nine pages. It describes every aspect of a resume, but in far too much detail for the target population. Three sample resumes are included. All three indicate graduation from high school, which is not the case of the target population. The resumes list good examples of skills and accomplishments.

2. Find It; Get It; Keep It: A Preemployment Skills Curriculum for the Special Needs Individual
(G. Dilbaitis, 1986)

This curriculum contains twelve instructional-units that include tests and answers, objectives, needed

supplies, vocabulary, instructional text and performance checks. Units include job sources; resumes, applications, interviews; rejection; job survival and job advancement. The resume section was written for a high school population. Learning activities were described, but learning materials were not provided.

3. **How to Get a Good Job** (J. Claypool, 1982)

The main focus of this book is leading a teenager through self-assessment steps to determine the type of job he or she should look for. Strengths and weaknesses, skills, goals and hobbies are stressed. One chapter addresses job seeking activities as the interview, applicaiton, resume and cover letter. The four pages on resumes were clearly written and stated the main information a teenager would need to know. The sample resumes were far too brief and not consistent in format. This would be confusing for the target population.

4. **The Working Citizen** (Blais, Griffen, Mundt, Petersen & Mundt, 1986)

This textbook was published for New York State to support the Working Citizen unit of Introduction to Occupations. It is written in an easy to read format--large type, bold words, pictures and adequate white space. Information on resumes is one page long and no sample resume is included. The target population

would not be able to picture what an actual resume looks like from reading the text.

5. World of Work (Kimbrell & Vineyard, 1986)

This textbook covers the entire course Introduction to Occupations. Recently purchased for use in the classroom in Woodland Junior High School. One chapter is devoted to finding and applying for a job. Within this chapter one column of one page explains resumes. One sample resume is shown. The text is adequate as an introduction to resumes, only. The information given is too brief and the resume shown is for an older student with work experience and academic honors.

Survey of Existing Courses and Materials

The only existing course at the ninth grade level in Woodland Junior High School, that offers resume writing, is Introduction to Occupations. This project was developed for that course.

Five publications, defined as materials, were identified by the designer as appropriate to the topic. The ERIC database listed three that were appropriate for the target population; New York State provided one; and the East Meadow Teacher's center provided one.

1. Curriculum guide for Employability Skills Training: Instructional Materials for Opening Doors (J. Goodman, 1986)

The guide contains 21 task sheets for use in helping students develop job-hunting skills. Each task sheet contains achievement indicators, criteria, required tools and equipment and recommended resources. There is a task sheet for preparing a resume. Worksheets are not included. Although, indicators, criteria, resources, etc. are listed, learning materials are still required.

2. East Meadow Curriculum Area Project (BOCES, 1986)

This project resulted in the Home and Careers curriculum for the eighth grade. The career section focus of assessment of abilities and interests; classifications of occupations; requirements for certain occupations; and personality traits for certain occupations. It does not address preparing a resume. The ninth grade students in Introduction to Occupations completed Home and Careers in eighth grade. This curriculum was referred to in order to recall prior learning. Abilities and interests were determined in eighth grade and updated in ninth grade.

3. Getting Your Foot in the Door--Skills for Job-Getting (New York City Board of Education, 1982)

This workbook about job-getting skills. It includes the job search, job application, job forms and job interview. Since the workbook covers so many aspects of getting a job, the resume section is brief. The workbook

also includes speech and drama exercises, which benefit job searching as a whole, but were not necessary for the unit on resumes.

4. New York State Introduction to Occupations Curriculum (Department of Education, 1986)

The curriculum includes objectives and suggested learning activities for the unit, The Working Citizen. The resource packet that accompanies the curriculum includes worksheets. Two pages are about preparing a resume. The factual content is a brief page. A blank resume is included. It was not appropriate for the target population. It stressed work experience and education, and allowed no room for skills, interests, hobbies, or achievements.

5. Preparation for Employment Curriculum (New York State Division for Youth, 1982)

This curriculum is targeted for youth who are not academically oriented, have a low reading level and are easily distracted. The curriculum contains classroom activities and worksheets. Ten units are included, presented in lesson plan format. The curriculum follows a group-paced model. The resume section was brief, but did focus on abilities and interests instead of work experience.

Plan for Design and Development Effort

A major events list and time line were developed by the designer at the beginning of the project. The first step, needs assessment, began on September 30, 1987. The last step, summative evaluation ended on April 27, 1988. The design stage ended on November 17, 1987. Continuing the project began again on February 2, 1988, with the collection of resource materials to begin the development stage.

The designer used a PERT (Program Evaluation and Review Technique) chart to locate any time conflicts and unnecessary interruptions. The designer followed the PERT charts closely in order to meet the projected end date. A record of actual time versus projected time was kept. Major events list, PERT, and Gantt charts are found in Appendix 2.

Budget

The budget for the instructional program was based on the prorated salary of the instructor, the learning materials and the learning tools. The prorated cost for classroom use is based on an estimate provided by the business chairperson of Woodland Junior High School. The prorated salary was based on instructional time at $27.00 per hour (for a 40 minute period). The learning activity package took five forty-minute class periods. Grading and evaluation of the student's work took approximately

two weeks. The learning activity packages were copied on the school district's copier at a cost of $0.10 a page. Each package consisted of thirty pages. The results are summarized in Table 2.

Table 2

Budget for Instructional Program

	Unit Cost	Total Cost	
LABOR			
Analysis (per week)	$ 625.00	$2188.00	
Design (per week)	$ 625.00	$1875.00	
Development (per week)	$ 625.00	$ 625.00	
Instructional time (per period)	$ 18.00	$ 90.00	
Evaluation (per week)			
Formative	$ 625.00	$ 625.00	
Summative	$ 625.00	$ 625.00	
TOTAL LABOR			$ 6028.00
MATERIALS			
Instructional media	3.00	$ 36.00	
Classroom cost	1.00	5.00	
TOTAL MATERIALS			$ 41.00
GRAND TOTAL			$ 6069.00

Summary

Preparing a resume is an employment-seeking skill that met the direct need of busines and industry for students trained in career-related skills. As a result of the target population analysis, the designer identified an resume preparation as the instructional goal. Eight main tasks for resume preparation were further identified, each supporting the instructional goal. The learning domain was intellectual. The students discriminated between job and nonjob activities; applied a rule of chronological order; and used problem solving to choose a career objective. The media selection was printed materials. Printed materials aid in discrimination and present real-life examples. The real life-example was the resume. Existing literature and materials were researched for possible inclusion in instruction. A major events list and time line were developed and closely adheared to in order to meet the projected end date. A budget for the instructional program was estimated.

CHAPTER 3

DESIGN

Introduction

The design stage of Instructional Systems Design specified the skills or knowledge and attitudes that the learner will have developed at the end of the instructional process. Also determined during this stage were the training setting, entry-level behavior, learning objectives and tests. Learning objectives were stated in terms of performance, conditions, and criteria, thus providing a measurable result. The objectives were organized in a logical manner. The design stage ended with a instructional plan.

Instructional Task Analysis

During the analysis stage the instructional goal was defined. It was categorized as an intellectual skill. A job task analysis was also completed during the analysis stage. The result of task analysis is a listing of tasks that the learner must master in order to perform the instructional goal. Required tasks cannot be left out and superfluous tasks cannot be included (Anderson, 1985). Eight main tasks were identified as necessary to master the goal of preparing a resume. For each task the question "What does the student need to do to accomplish

this task?" needed to be asked. The answer resulted in subordinate steps for each task. The result was the framework for the instructional design. The entire task analysis is presented in Appendix 1.

Instructional Objectives

An objective is a description of a performance the designer wants learners to be able to exhibit before considering them competent. An objective describes an intended result of instruction, rather than the process of instruction itself (Mager, 1984). Instructional objectives come directly from the task analysis. There should be at least one objective for each identified task.

There are three main parts to an objective: performance, conditions and criteria. The performance is learner behavior that can be observed or measured. The conditions are the givens. This may include needed tools, equipment and material; the learning setting; and any contingencies. The criteria describe the degree of mastery. This may be expressed as a percent to be achieved; a specified instruction; degree of excellence; accuracy limit; or manual specifications. The designer identified eight objectives to correspond with the eight main tasks.

Instructional Objectives

1.0 Given a resume template, the students will insert personal information. The personal information will include name, address and phone number and be written with no abbreviations. This information must appear in the order as defined in the LAP.

2.0 Given a list of four career objectives, the students will choose one. The career objective must match the student's present career goal.

3.0 Given a resume template, the students will summarize educational background. The list must include the junior high and elementary school's name and address, graduation dates and main courses taken, and must be listed in reverse chronological order. Educational background must be listed in the order as defined in the LAP.

4.0 Given a list of abilities, the students will circle those that describe themselves, or write their own. The students must circle or write at least four general or specific abilities, as defined in the LAP.

5.0 Given a list of interests, the students will circle those that apply to themselves, or write their own. The students must circle or write at least four general or specific interests, as defined in the LAP.

6.0 Given a work experience worksheet and list of possible work experiences, the students will choose and list all previous work experience. The experience must

include paid and volunteer jobs held during the last three years and must be listed in reverse chronological order.

7.0 Given a list of possible honors and achievements, the students will select those that apply to themselves or write the name(s) of honors and achievements received. The list must include full names of the awards.

8.0 Given the definition of business and personal references, the students must choose one of each kind. The references must include the person's name, occupational title or relationship to resume writer, address and phone number. The people named as references must be known to the resume writer for one year or longer.

Entry Behaviors Defined

Entry behaviors are skills that enable the student to perform the skills the instructor plans to teach (Anderson, 1985). The designer identified five entry behaviors necessary for preparing a resume.

1. Define reverse chronological order
2. Discriminate between job and nonjob skills and abilities
3. Write truthfully
4. Write concisely
5. Write with a mature attitude

Group and Sequence Objectives

The eight instructional objectives correspond to the eight main tasks. When the eight main tasks and the subordinate steps were written in the design stage, they were placed in a logical sequence. The logical sequence is the order of a resume for a fourteen year old student. The difference in order of a resume for a fourteen year old versus a high school graduate, or older, is the placement of work experience. Work experience is listed after abilities and interests. This allows the resume writer to stress nonwork experience. As the writer gains work experience, this section may be placed before abilities and interests. The instructional objectives were also placed in a logical sequence. They are listed in this sequence in the Instructional Objectives section of this thesis.

Learning Activities Specification

The time period for preparing a resume is five forty-minute periods. This includes the completion of the LAP in addition to the lesson introduction, feedback and summary. Gagne (1985) identified nine internal processes that occur during learning. External support for the internal process are the instructional events. These nine instructional events compose a complete lesson

plan. Table 3 compares the internal process, the instructional events and the lesson plan.

The LAP was the learning activity for the lesson plan. The lesson plan structure, following Gagne's internal processes and including method and media are summarized in Table 4.

The primary media used was printed materials, in the form of a learning activity package. The advantages of using printed material were (Anderson, 1985):

1. Students can stop at any point
2. Students can proceed at own pace
3. Student and teacher can easily review material
4. Lesson material can be produced economically, updated and distributed easily
5. Lesson content can be easily resequenced

The designer recognized, and attempted to minimize, three of Anderson's disadvantages.

1. Length of printing time--overcome by use of school district's high-speed copier
2. Extensive printed copy can turn students off--lesson time was limited to thirty-five minutes and included student/teacher interaction
3. Material can be damaged, lost or destroyed--LAP's were collected by the teacher at the end of each thirty-five minute period. The design

Table 3

Internal Processes, Instructional Events and the Lesson Plan

Internal Process	Instructional Event	Lesson Plan
	Introduction	
1. Reception	Gain attention	Gain attention/ motivate
2. Expectancy	Inform learner of objectives	Tell learners what they will be able to do
3. Retrieval to working memory	Stimulate recall of prior learning	Relate lesson to previous class knowledge
	Development	
4. Selective Perception	Present stimulus	Present learning activity
5. Semantic Encoding	Provide learning guidance	Organize/ demonstrate the activity
6. Responding	Elicit performance	Have learner perform the activity
7. Reinforcement	Provide feedback	Give information feedback
	Summary	
8. Retrieval and Reinforcement	Assess performance	Tie together concepts and generalizations
9. Retrieval and Generalization	Enhance retention and transfer	Evaluate; provide spaced reviews

Table 4

Relationship of Method and Media to Internal Process

Internal Process	Method	Media
1. Reception	Pretest	Printed materials
2. Expectancy	Lecture	Printed materials
3. Retrieval to working memory	Question and answer	Chalkboard
4. Selective Perception	Lecture Question and Answer	Printed materials
5. Semantic Encoding	Lecture Example	Printed materials Overhead projector
6. Responding	Self-paced	Printed materials
7. Reinforcement and feedback	One-on-one	Printed materials
8. Retrieval and Reinforcement	Self-check Display work	Printed materials Bulletin board
9. Retrieval and Generalization	Post test Class discussion Spaced reviews	Printed materials

of the package provided practice work areas and then a final copy page, to prevent ruining the pages with multiple mistakes.

Throughout the design of the learning activity package the designer considered the target population. The vocabulary and style of writing were at a level

understood by a lower-achieving student. The text contained appropriate spacing and variations of style, to avoid solid pages of words. In addition, instructions were clearly stated, positive reinforcement was included throughout, and a reward was given upon completion. A resume is printed material; it was appropriate to instruct preparing a resume by the use of printed material.

Assessment System Specification

The instructional media included a pretest, progress checks, review test and post test.

Pretest

The pretest is administered to determine if a need for instruction exists. The pretest measures the knowledge or skills that are going to be taught. By giving a pretest, the instructor can determine how much prior knowledge the students have. The pretest is part of the learning activity package. The developmental version is in Appendix 3.

Progress Checks

Progress checks are built into the learning activity package. There is a progress check for each objective. The LAP instructs the student to stop at these check points and show completed work to the teacher, before progressing to the final resume. Student and teacher

interaction at predetermined points is one of the advantages of printed materials. The developmental version of the learning activity package, containing progress checks, is in Appendix 3.

Review Test

The review test is part of the learning activity package. It contains five true or false questions and five fill-in-the-blank questions. The questions test only information that is presented in the LAP. The answers are included on a separate page, which is consistent with learning activity package design. The learners can grade themselves on the review test. The review test is in Appendix 3.

Post Test

The post test is given at the end of instruction. By giving a post test the instructor can determine if the knowledge or skills stated in the objectives were learned. The post test is part of the learning activity package. The developmental version is in Appendix 3.

Evaluation System Specification

The two types of evaluation used for this project were formative evaluation and summative evaluation.

Formative Evaluation

Formative evaluation takes place during the instruction as well as at the end of instruction. It

measures the instructional content specifically to change or modify the form of the content (Romiszowski, 1981). Dick & Carey (1985) defined three phases of formative evaluation: one-on-one; small group; and field trial.

During the data collection stage of formative evaluation the designer gathered all data that was helpful in making decisions about improving instruction. Only data that helped in the revisions of materials was collected (Anderson, 1985). Data collected from one-on-one, small-group, and field trial evaluation included the following:

1. Test data from pretest, review test, post test and post-learning questionnaire.

2. Written or verbal comments by learners about content omissions; typographical mistakes; poor directions; unclear wording; inappropriate sequencing of information; or too sophisticated vocabulary.

3. Time required to complete the learning activity package.

4. Feedback from subject matter expert (SME). The SME was Richard Donovan, Chairperson of Occupational Education, East Meadow UFSD. The LAP used during formative evaluation appears in Appendix 3.

Summative Evaluation

Summative evaluation sums up the results of the instruction. It normally takes place after the instruction is over and has no effect on the structure or processes of the instruction (Romiszowski, 1981). The Kirkpatrick approach is widely used for classifying areas of evaluation (Phillips, 1983). Kirkpatrick's (1987) steps break evaluation down into clear and achievable goals. The four summative evaluation steps are reaction, learning, behavior and results. The LAP used during summative evaluation appears in Appendix 4.

Review and Selection of Existing Materials

During the analysis stage, ten publications were identified that contained information about preparing resumes. Two were included in the instructional design.

1. **World of Work**--This is the textbook the students use in class. The brief information on resumes is used when introducing the topic. The students are familiar with the structure of text and, therefore, require an explanation as to the use of the learning activity package. The designer will point out the brevity of the text and the lack of worksheets.

2. **East Meadow Curriculum Area Project**--The designer selected abilities and interests listed in this curriculum for use in the learning activity package.

Most of the students used this curriculum in eighth grade. The designer provided continuity by including previously seen abilities and interests with new abilities and interests.

Summary

The design stage of Instructional Systems Design began with a task analysis. This resulted in a list of eight tasks and subordinate steps required to prepare a resume. The instructional goal was categorized as an intellectual skill. Objectives were written for each resume preparation task. The objectives were listed in an order best suited for a teenager's resume. Gagne's internal learning processes were compared to instructional events and a lesson plan. The method and media used for each part of the lesson plan were identified, and the choice of printed materials was substantiated. The designer chose to use a pretest, progress checks, review test and post test for assessment. The two forms of evaluation used were formative and summative. The subject matter expert was Richard Donovan, Chairperson of Occupational Education. The design stage concluded with the rationale for the partial use of two existing publications within the learning activity package.

CHAPTER 4

DEVELOPMENT

Introduction

During development, the third stage of Instructional Systems Design, the designer specified learning activities and developed, reviewed and evaluated the training materials. The result of this stage was a learning activity package for use with the target population.

Learning Activity Development Scheme

The designer used Learning Activity Package on the Preparation of a Learning Activity Package (NYIT, 1985) and Developing Individualized Instructional Material (Johnson, 1972) for developing the instructional media. During the development the designer used a checklist for individualized instruction, as follows:

The instructional material:

1. Presented one topic.
2. Contained clearly stated objectives.
3. Related learning activities to objectives.
4. Provided reinforcement
5. Allowed for student and teacher interaction.
6. Allowed students to check their own performance.
7. Allowed students to proceed at their own rate.

8. Was primarily self-instructional.

Before presenting the learning activity package to any student the designer concept tested the idea with three other teachers. Two were business teachers, with teaching experience of three years and eleven years. The third was a science teacher with twenty-six years of teaching experience. These teachers were shown approximately one-third of the package. The designer received positive comments about using this method with lower-achieving students. The teachers felt the design was at an appropriate readability level and contained clear instructions. One suggestion was made--instruct the students to show completed work to the teacher after every section of the instructional materials. The designer incorporated this suggestion into the LAP design. This not only helped the teacher in monitoring student progress, but allowed time for verbal reinforcement and the teaching of any unlearned entry behaviors. The next step was to develop the entire five-class lesson.

Learning Activity Development

The learning activity package was the media used for instructing the unit preparing a resume. The entire unit plan, presented by instructional event, follows.

1. **Gain attention**--A pretest on resumes was developed. This focused the student's attention on resumes and was used as an introduction to the objectives.

2. **Inform learners of objectives**--The designer included a page listing five objectives in the LAP. The students were told they would be able to write a career objective; list abilities, interests and achievements; list education and work experience; and choose references.

3. **Stimulate recall of prior learning**--Initiate a class discussion about applying for a job. Ask students who have done so to describe their experience. Focus the discussion on the unique abilities each person has, that qualified him or her for certain types of work. Continue the LAP with the page that stresses being unique.

4. **Present stimulus**--Orient the students to using a learning activity package. Show the students the materials, review instructions, explain the final resume and the review test. Describe the teacher's role as a facilitator who can individually help students with the learning material. Describe the student's role as an independent learner, responsible for completion of the learning material.

5. **Provide learning guidance**--The LAP individually explains eight sections of a resume. Following each

explanation, the student is provided with a work area to complete that section of the resume. The student is also told how to complete the final resume--step-by-step.

6. **Elicit performance**--The LAP explains what a resume is and why a resume is important. This should be read as a class. Students then begin self-paced completion of the package. During this stage a transparency of a completed resume is projected by overhead projector.

7. **Provide feedback**--After each section of the resume, the student is instructed to stop and show the teacher the work (progress checks). This allows the opportunity for verbal feedback from the teacher. The teacher can praise, encourage and correct work on a one-on-one basis. In addition, the teacher can check for the entry behaviors of writing truthfully and writing with a mature attitude.

8. **Assess performance**--A review test is included in the instructional material. The answers are included on a separate page, allowing students to measure their own performance. Completed resumes are displayed on the bulletin board to provide recognition and a feeling of accomplishment.

9. **Enhance retention**--A post test is included in the package to measure knowledge of main concepts. Retention is further enforced by a class discussion on

writing the resume and projected uses for the resume.

The designer allowed three weeks for development of the instructional materials. Actual development time was one week.

Pretest and Post Test

The development of the instructional materials began with the pretest. The pretest, during this stage, contained seven short-answer questions about resumes. (Appendix 3) The pretest is the first activity for the students. They are instructed to stop and show the results to the teacher upon completion. The students do not continue the LAP until instructed to do so by the teacher. The last activity the student performs is the post test. The questions on the post test are the same as the pretest. (Appendix 3) The post test measures whether the students have achieved the objectives.

Learning Activity Package

The learning activity package was developed next. Its development was based on the nine instructinal events. In keeping with LAP design, it contained information on one topic--writing a resume. The information about resumes was grouped into main sections. as follows:

General

Preparing a resume with learning objectives

You are unique

What is a resume

Why a resume

Specific

Personal information

Career objective

Education

Abilities

Interests

Work experience

Honors and achievements

References

Sample resume

Final resume form

Certificate of completion

Each of the above sections began on a new page. The topic was first explained; then followed by a work area, allowing the students to complete one section of their resume at a time. Each work area was followed by a student-teacher checkpoint (progress check). Directions for completing the final resume were written in bold type at the end of each section. A page before the final resume form reminded the student that the final form should not contain mistakes and to carefully review the work area before continuing.

Reinforcement, both written and verbal, were part of the design of the instruction. Encouraging statements

were written throughout the package to providing positive reinforcement for the student. The checkpoints, at the end of each main section, told the student to show the teacher the completed work, allowing the teacher the opportunity for verbal encouragement. Upon completion of the final resume, the students received a certificate of completion, which was signed and dated by the teacher.

Post-Learning Questionnaires

Two evaluation items were developed to assist the designer in review of the learning materials after instruction had taken place--the post-learning questionnaire and the follow-up questionnaire. The post-learning questionnaire, in Appendix 5, is given immediately after instruction is completed. It requests student's reactions to the learning materials, tests, objectives, etc. The follow-up questionnaire, in Appendix 6, is administered thirty days after instruction. It seeks to determine if the students have applied their learning in a real-life situation.

In addition a review test, with answers on a separate page, was included for self-evaluation. The review test contained five true or false questions and five short answer questions. There was at least one question for each objective.

Learning Activity Review

The completed learning activity package was reviewed by the subject matter expert for accuracy of content. The designer reviewed the package for appropriate vocabulary, grammar, correct spelling, page format, punctuation and capitalization. In addition, the package was reviewed for consistency of directions and checkpoints. Directions referring the student to a certain page were checked for the accuracy of the page number. The designer was careful to consistently word the checkpoints, to aid the students in recognition. The work areas were reviewed for inclusion of age-appropriate examples and for adequate writing space. The sample resume was reviewed to verify that it followed the same order as the student work areas and contained no omissions; the final resume was reviewed for the same reasons. All corrections were made during this review stage.

Materials for Evaluation Produced

Fourteen copies of the LAP were produced. This amount was necessary to provide one copy for each student during the one-on-one, small group and field trial evaluations. The materials used in summative evaluation were the pretest, post test, review test, final resume and post-learning questionnaire.

Summary

The learning activity package was developed based on individualized instruction methods and LAP design. It presented one topic--preparing a resume. The development followed the nine instructional events. The package was developed in a sequential manner. It included a pretest, review test, post test, learning objectives, instructional text, work areas, examples, clear directions, positive reinforcement and checkpoints. The materials were reviewed for accuracy by a SME and by the designer for vocabulary, grammar, correct spelling, page format, punctuation and capitalization. In addition, the package was reviewed for consistency of directions and checkpoints. Fourteen copies of the materials were produced to allow one copy for each student during the formative evaluation stage.

CHAPTER 5

IMPLEMENTATION

Introduction

Implementation is the process of putting the instructional program into operation. This stage began with a completed learning activity package and evaluation materials. Any problems or errors detected during formative evaluation were corrected before implementing the instruction with the target population. The materials were also reviewed to determine if the students had achieved the learning objectives.

Materials for Implementation Reproduced

The version of the learning activity package used during implementation was a result of information gathered during formative evaluation. Student's problems, suggestions and questions which arose during one-on-one, small group and field trial evaluations were considered. Revisions to the learning activity package were then made.

Twelve copies of the instructional materials were made for implementation. This final version is shown in Appendix 4.

Instructional Delivery

Instructional delivery for all stages of formative evaluation plus implementation occurred in a classroom in Woodland Junior High School. The one-on-one trials and small-group evaluation were conducted for a five-day period beginning March 2. A junior high school schedule is divided into nine forty-minute periods. The designer was able to conduct one-on-one trials and small-group evaluation during the same week because different students and different periods were used for each. The field trial was conducted for five days beginning March 9. Implementation was conducted for five days beginning March 23.

These dates are earlier than the dates listed in the time line in Appendix 2. The designer originally allowed three weeks for the development of the learning activity package, two weeks for formative and summative evaluation and one week for implementation. Actual development of the LAP took one week; the other two steps remained the same. Two factors were affected by the revised time line. First, the time allocated for evaluating the results of formative evaluation and making revisions had to be shortened. This was necessary in order to accommodate the second factor--completing implementation before the ten-day spring break.

Implementation with the alternate target population included twelve students. These students received the same version of the learning materials as the field trial students. The designer felt one main factor determined a difference in behavior in this group of students--knowing the instructor. The students in the formative evaluation stages were taken from other classes and were not the designer/instructor's own students. The students who participated in the actual implementation were students the instructor meets with five days a week. These students were more comfortable saying what was on their minds and acting accordingly. They were confident in the fact that completing the materials was not required toward their quarter grade, and therefore, although willing to participate, participated with as little effort as possible.

The major difference in delivery of the instructional material from formative evaluation to implementation was instructor intervention. During implementation, the instructor had to treat the text portions of the LAP as a class activity; completing the worksheet portions remained an individual activity. This is a deviation from the definition of a LAP as self-instructional material. Flexibility is an important principle for the classroom teacher. Meeting the needs of the students is the foremost concern. Adapting the

LAP to this particular classroom situation overcame the student's resistance to completing the learning materials. The desired outcome, a completed resume, remained the same. Once the motivation problem was overcome, the students did not have any additional problems with the materials, and all passed the review test and post test.

Data Collection

Summative evaluation data was collected. The following were noted:

1. Average time for completion of the materials was five periods of forty-minutes each.

2. None of the students passed the pretest. All of the students passed the review test and the post test.

3. Text portions of the learning materials had to be read as a class to motivate the students.

4. The students completed a fourteen question post-learning questionnaire.

Summary

The instructional program was delivered earlier than expected, but classroom time to complete the materials was as planned. Time allocated for evaluation and revision after formative evaluation was shortened to avoid spring break interfering with implementation.

Implementation was also completed during a five-day period. The instructional delivery was changed from primarily self-instructional to a combination of class and individual instruction. No students passed the pretest; all students passed the review test and post test.

CHAPTER 6

EVALUATION

Introduction

Evaluation is the dynamic process of assessing performance, identifying concerns and problems, reviewing corrective measures and making necessary revisions. Although evaluation is listed last in the ISD model, it is an ongoing procedure that begins with the analysis stage and should continue past actual implementation. The information gathered during evaluation allows the designer to produce a better instructional design. Evaluation should include the learning materials, instructional delivery, learning environment, and post-learning activities. The designer of this thesis/project conducted two type of evaluation: formative evaluation and summative evaluation.

Formative Evaluation

Formative evaluation is the collection of data and information during the development of instruction which can be used to improve the effectiveness of the instruction (Dick & Carey, 1985). The revisions made as a result of formative evaluation produce materials that are as effective and error-free as possible.

Three basic methods are used during formative evaluation: one-on-one evaluation; small-group evaluation; and field trials. The designer conducted all three methods.

One-on-One Evaluation

One-on-one evaluation is used to remove obvious errors from instruction and obtain the learner's initial reaction to the learning materials.

The designer conducted three one-on-one evaluations. The students chosen were similar to the target population in ability and the same as the target population in age. The students received the developmental version of the learning activity package, complete with pretest, review test and post test. In addition, they each completed a post-learning questionnaire.

During one-on-one evaluation the students were asked to critique the instructional material. The students were encouraged to ask questions, make comments and verbally state their thoughts as they worked through the LAP. The designer had to remind the students several times of their freedom to speak. The students needed to overcome years of learning that required silence while working and not critizing the teacher! The designer was conscious of maintaining a comfortable environment during one-on-one. The students were ill-at-ease sitting in a classroom with one teacher and no other students. The

designer did not sit at the teacher's desk, but instead alternated between a student's desk and moving around the room. This seemed to reduce tension in the student. The designer was also careful not to influence student comments. When a question arose, the designer encouraged the student to suggest various answers before stating the correct answer.

The students were also instructed to circle, underline, or asterisk any problem areas directly onto the instructional material. (This they enjoyed doing.) They were asked to immediately explain to the designer the type of error they had discovered. The students were asked to especially note typographical mistakes, content omissions, poor directions, unclear wording, inappropriate sequencing of information and too sophisticated vocabulary. The designer maintained a list of page numbers on which errors occurred. This list was updated with each subsequent one-on-one evaluation, in addition to small-group evaluation results.

One-on-one evaluation was also helpful in determining the effectiveness of test items. The pretest was a problem. The seven questions tested the student's general knowledge of resumes and job situations instead of specifically testing their knowledge of writing a resume. Many ninth grade students (target population) do hold part-time jobs and therefore did have general

knowledge of resumes. Their answers to the pretest questions were often "close" to being correct. This was not a sufficiently precise evaluation. As a result, the pretest was revised to include three specific questions pertaining to resume writing. The students did not have any problems with the review test. The post test was the same as the pretest; it was also revised to be specific.

In summary, the following were problems discovered with the developmental version of the learning materials. (See Appendix 3 and the pages listed.)

1. The pretest was too general (page 2)
2. Instructions for completing the ability list were omitted (page 13)
3. Instructions were not specific for interests--students did not use both general and specific lists (page 15)
4. "Interest" was misspelled (page 15)
5. Final resume page number was omitted (pages 19 and 20)
6. The terms "business reference" and "personal reference" required bold face (page 21)
7. The phone number was omitted on the sample resume (page 26)
8. The students didn't know how to continue the LAP after reading the sample resume (page 26)

After administering the post-learning questionnaire the designer orally questioned the students. Verbal responses often present an emotional level or an elaboration, which is not possible on a written questionnaire. Questions included:

1. How did you feel about using a learning activity package?
2. Did you find the LAP easy to work on?
3. Were the examples realistic for ninth grade student?
4. Were you bored?
5. Were you encouraged to continue the LAP after completing a section?
6. Did you like receiving a reward certificate?
7. What did you like the most about learning with this method?
8. What did you like the least about learning with whis method?
9. Were the test questions clear?
10. Will you use a resume in the near future?

To summarize, the students enjoyed using the learning activity package and aside from omitted directions, found it easy to work on. The examples were appropriate and helped the students to remember past jobs held. They liked the LAP method because they felt they had more control over the time allowed for completion,

but they did not like having to read all of the text by themselves. The students loved the reward certificate and said they will probably use a resume when looking for summer employment.

An explanation of a pretest and post test was necessary. The students were unfamiliar with these items. The main idea needing clarification was the fact that it was all right, in fact expected, that they would fail the pretest. The designer had to explain this several times before the students were satisfied that this was the truth. Once satisfied, though, they began work.

Small-Group Evaluation

The students who participated in small-group evaluation were again similar to the target population in ability and the same as the target population in age. These students completed the same version of the learning activity package as the students who participated in one-on-one evaluation. These students also completed the post-learning questionnaire. This is not the optimum method; small-group evaluation materials should reflect the revisions from a previous evaluation. Small-group and one-on-one evaluations were conducted during the same week, but during different periods of the school day. The designer felt it was more important to complete implementation before a ten-day spring break. In order

to accomplish this, two evaluations had to be conducted at the same time.

Gagne (1985) describes the make-up of a small group as ten to twenty learners. The designer's small group was five students, which is 41.7 percent of the total target population. The designer assessed the same information as in one-on-one, but also noted group interaction and reactions to the learning materials. The small-group students received less interaction from the designer. The concept of a learning activity package was explained; pretest and post test were clarified; and instructions on how to use the package were given. The students were encouraged to verbalize problems, in addition to circling or underlining them in the LAP. The designer sat at the teacher's desk. The students came up to the desk to show their work at the end of each section, and for the most part approached the desk when they had a problem with the learning materials.

This group of students encountered the same problems as the one-on-one students. Not every student found the same problems, but when the designer updated the list of page numbers on which errors occurred, no new page numbers were added.

None of the students passed the pretest, which at this point was still the developmental version. All of

the students passed the review test and the post test. These students all answered the post-learning questionnaire and verbal questions from the designer. The results of the questioning were similar the results stated under one-on-one evaluation.

Field Trial

During this final phase of formative evaluation the designer used students and an environment as close as possible to the actual instructional situation. Six students were chosen to participate, or 50 percent of the target population. The students were chosen from a different class in the same subject. The purposes of the field trial are determining if the changes made during small-group evaluation were effective and deciding if the instruction can be used in the environment for which it was intended (Anderson, 1985).

The designer sat at the teacher's desk. The field trial students completed a learning activity package that included all revisions deemed necessary from one-on-one and small-group evaluations. The students were instructed to raise their hands if they had a question. Questions arose only when the student had failed to read the text and instead jumped ahead to the work areas. The questions were answered when the student was reminded to complete the reading before continuing to the work area. The designer circulated throughout the room, as occurs

during implementation. This normally reduces behavior problems, and also gave the designer the chance to "peek over shoulders" and see if the revised areas were effective. None of the students experienced the problems of the first two groups, assuring the designer that the revisions were effective. They did not encounter any additional problems.

The revised pretest and post test were used. None of the students passed the pretest. All of the students passed the review test and the post test. Upon completion of the learning materials, the students were given the post-learning questionnaire and were asked the same questions as the previous two groups.

The results of the pretest and post test during the field trial stage of formative evaluation are summarized in Table 5 and Figure 1. The pretest and post test used during one-on-one and small-group evaluation was not specific enough to yeild comparable results. The results of the review test for all stages of formative evaluation are summarized in Table 6; and the results of the post-learning questionnaire are summarized in Table 7.

Table 5

Results of the Pretest and Post Test

From the Field Trial

Student	Pretest		Post Test	
	Right	Wrong	Right	Wrong
1	3	4	7	0
2	0	7	6	1
3	1	6	7	0
4	0	7	5	2
5	4	3	5	2
6	2	5	6	1
TOTAL	10	32	36	6
AVERAGE	1.67	5.33	6.0	1.0

Question one on the pretest and post test had five parts. Those parts plus questions 2 and 3 total 7 answers.

The scores on the pretest were: 43%; 0%; 14%; 0%; 58%; and 28%.

The scores on the post test were: 100%; 86%; 100%; 72%; 72%; and 86%.

The passing grade for ninth grade students in Woodland Junior High School is 65%. Additionally, the passing grade for the Introduction to Occupations state-administered final is 65%.

Figure 1

Comparison of Pretest and Post Test Scores From the Field Trial

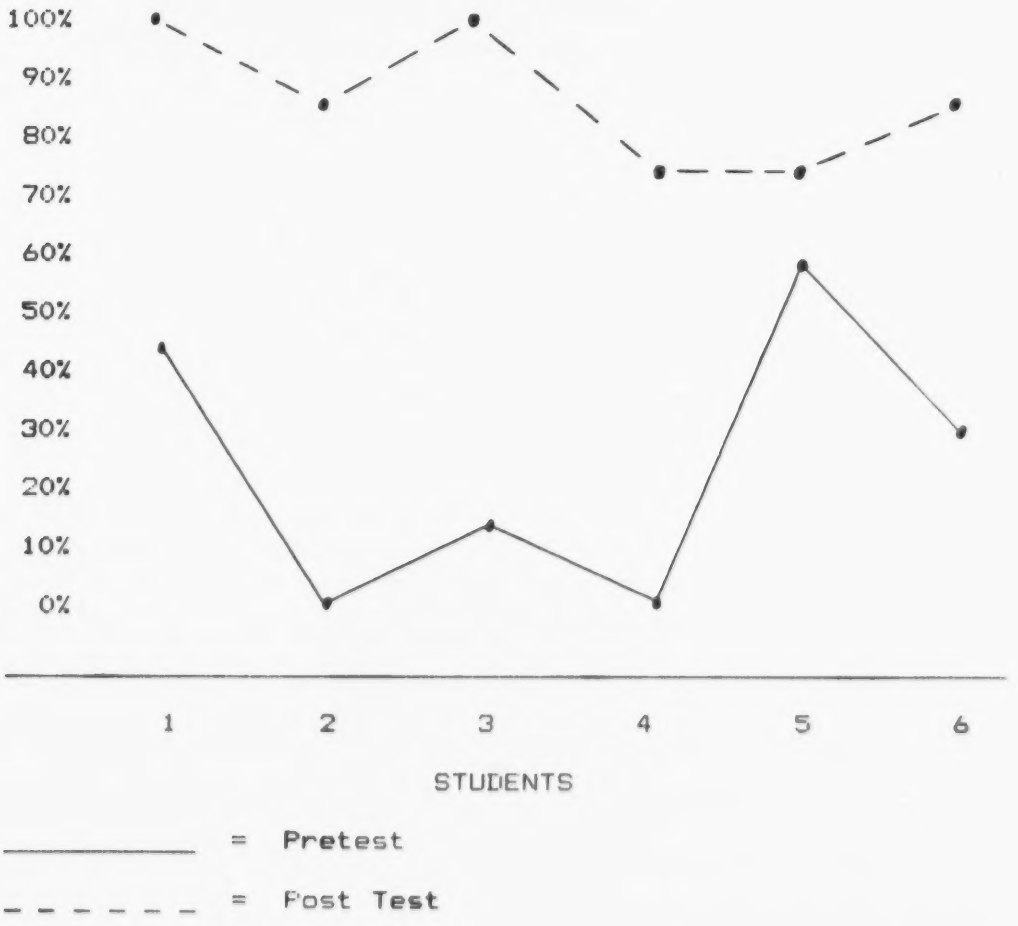


Table 6

Results of the Review Test for

all Stages of Formative Evaluation

Question	One-on-One		Small Group		Field Trial	
	Right	Wrong	Right	Wrong	Right	Wrong
1	2	1	4	1	6	0
2	3	0	5	0	4	2
3	3	0	5	0	6	0
4	3	0	5	0	4	2
5	3	0	5	0	6	0
6	3	0	5	0	4	2
7	3	0	5	0	6	0
8	3	0	5	0	6	0
9	3	0	5	0	6	0
10	3	0	4	1	5	1
TOTAL	29	1	48	2	53	7
AVERAGE	2.9	0.1	4.8	0.2	5.3	0.7

A summary of scores on the review test, by group, is as follows:

One-on-One: 100%; 100%; 90%

Small Group: 90%; 90%; 100%; 100%; 100%

Field Trial: 90%; 90%; 80%; 90%; 90%; 90%

Table 7

Results of Post-Learning Questionnaire for all Stages of Formative Evaluation

Question	One-on-One		Small Group		Field Trial	
	Yes	No	Yes	No	Yes	No
1	1	2	2	3	0	6
2	3	0	5	0	4	2
3	0	3	2	3	3	3
4	3	0	3	2	1	5
5	3	0	5	0	6	0
6	1	2	2	3	3	3
7	0	3	1	4	6	0
8	3	0	5	0	6	0
9	3	0	5	0	6	0
10	3	0	5	0	5	1
11	3	0	4	1	6	0
12	3	0	5	0	4	2
13	3	0	4	1	5	1
14	3	0	3	2	1	5
TOTAL	32	10	51	19	56	28
AVERAGE	2.3	0.7	3.6	1.4	4.0	2.0

Question one asked if the students had used previously used a learning activity package. The

designer expected that the number of students answering no would be more than the number answering yes. Question four asked if the students would ask another teacher to allow them to learn individually. The designer was not surprised by the number of "no" answers. These students are lower-achievers. Taking the initiative to not only approach a teacher with a new idea, but to suggest a different learning format, is not something these students would pursue. Question fourteen asked if the students had suggestions for improving the learning material. The suggestions were to include two final resume forms, provide clearer directions, and include an explanation of the pretest.

Summative Evaluation

Summative evaluation is the collection and interpretation of data for a specific instruction for the purpose of determining the value of that instruction for a defined target population. Dick & Carey (1985) list types of data that should be collected:

1. Entry behavior
2. Pretest scores
3. Embedded test scores
4. Post test scores
5. Time required to complete instruction
6. Learners' attitudes about the instruction

Judgment should also be made on the the appropriateness of the learning materials for future use. Limitations such as inappropriate target audience or setting, time availability and noncomparable groups of students should also be considered.

Kirkpatrick (1987) describes four logical steps to evaluation. They are reaction, learning, behavior and results.

Reaction

Reaction, as the first evaluation step, is the easiest step to complete, but may produce the least meaningful results. Reaction results judge whether or not the learners liked the instructional materials. Kirkpatrick (1987) stresses that feelings of the learners are being measured during this stage; degree of learning is not being measured.

The designer used a post-learning questionnaire and oral questions to determine learner reaction. The results of the post-learning questionnaire for the target population is in Table 8.

Although questions one, four and fourteen received a greater number of "no" answers, these are not negative responses. (See explanation on page 68.)

In summary, the majority of the students had never used a LAP before this learning experience. They liked learning a new topic by using a learning activity

Table 8

Results of Post-Learning Questionnaire

for the Target Population

Question	Target Population Yes	No
1	1	11
2	9	3
3	9	3
4	5	7
5	12	0
6	8	4
7	12	0
8	12	0
9	9	3
10	11	1
11	12	0
12	10	2
13	8	4
14	1	11
TOTAL	119	49
AVERAGE	8.5	3.5

package, although they preferred the text portions to be read as a class. The students enjoyed being able to work

at their own pace. Several said that being instructed to show the work to the teacher after every section kept them motivated. They felt that if this was not included, their own pace would become slower. The designer asked how they would feel about completing the LAP if they were asked to do the work at home without teacher interaction. All of the students agreed that they might begin the package, but probably not finish it. Additionally, the designer was pleased to note that all of the students thought the directions were clear in this version of the instructional materials.

Lack of self-motivation is a characteristic of lower-achieving students. Using the LAP exclusively as self-instructional was not appropriate for this group of students. Using a learning activity package as entirely self-instructional was not the instructional goal. Preparing a resume was the instructional goal, and this goal was achieved. The designer would choose a LAP again for this particular instruction because it 1) contains information on one topic; 2) keeps the learning materials as one unit versus separate handouts; 3) is self-instructional, allowing students to complete missed work; 4) is portable--it can be taken home to allow parent involvement; 5) is concise--students are not presented with more information than they need; and 6) is

flexible--may be used as a class, self-instructional, or a combination of the two.

Learning

In the process of learning, attitudes are changed or a new behavior results because of knowledge or skills learned. It is important to note that a favorable reaction to an instructional program does not guarantee that learning has taken place. Therefore, this second step of evaluation requires more effort to conduct, but produces more meaningful results.

Kirkpatrick (1987) states that paper-and-pencil tests can be used during this stage if principles and facts were taught. The designer used the results of the pretest, review test and post test to evaluate learning. In addition, progress checks (when the students showed completed work to the teacher) allowed the designer continual evaluation of the student's work.

The results of the pretest and post test with the target population are shown in Table 9 and Figure 2. The results of the review test are shown in Table 10.

Behavior

Kirkpatrick (1987) lists several guidelines to follow when evaluating an instructional program in terms of behavioral changes. They include:

1. A before and after appraisal

2. Performance appraisal by the person receiving the instruction; the person's superiors; the person's subordinates; and the person's peers

3. A post-instruction appraisal

4. A control group--not receiving instruction

Changes in behavior produce measurable results. A never-before existing behavior now exists, or a positive change in behavior results. The designer chose a follow-up questionnaire as a method of determining changes in behavior (Appendix 6).

Learning has occurred when a change in behavior has taken place. Therefore, the questionnaire seeks to determine if the learners have retained and applied their new knowledge.

Change-in-behavior evaluations are normally conducted one to three months after instruction. The designer plans to give the questionnaire to the students during the last week of May.

Question number two on the follow-up questionnaire asks the students if they will consider using the final resume in a future job-seeking situation. Several students have already asked the designer to produce their final resumes on a word processor, so they can use them to look for summer employment.

Table 9

Results of the Pretest and Post Test

for the Target Population

Student	Pretest		Post Test	
	Right	Wrong	Right	Wrong
1	3	4	7	0
2	0	7	5	2
3	1	6	6	1
4	3	4	5	2
5	2	5	6	1
6	2	5	6	1
7	3	4	7	0
8	0	7	5	2
9	0	7	6	1
10	1	6	7	0
11	0	7	7	0
12	3	4	7	0
TOTAL	19	65	74	10
AVERAGE	1.6	5.4	6.2	0.8

The scores on the pretest were: 42%; 0%; 14%; 42%; 28%; 28%; 42%; 0%; 0%; 14%; 0%; 42%.

The scores on the post test were: 100%; 72%; 86%; 72%; 86%; 86%; 100%; 72%; 86%; 100%; 100%; 100%

The passing grade for ninth grade students in Woodland Junior High School is 65%. Additionally, the passing grade for the Introduction to Occupations state-administered final is 65%.

Figure 2

Comparison of Pretest and Post Test Scores With the Target Population

Table 10

Results of the Review Test for the Target Population

Question	Target Population	
	Right	Wrong
1	11	1
2	10	2
3	12	0
4	9	3
5	12	0
6	9	3
7	12	0
8	12	0
9	12	0
10	11	1
TOTAL	110	10
AVERAGE	11.0	1.0

The scores on the review test for each of the twelve students were: 90%; 90%; 90%; 80%; 90%; 90%; 90%; 90%; 90%; 90%; 80%; 100%.

Results

The last of Kirkpatrick's steps, results, can produce the measurable outcomes, but the actual evaluation process may prove extremely difficult. Examples of results are reduced turnover, reduced costs, improved efficiency, reduction in grievances, increase in quality and quantity of production, or improved morale.

In terms of resume writing, the students can either write or not write a complete resume. While using the learning activity package, and following the step-by-step procedure, the students did complete a resume. But, how long after completing the package will the students remember all eight sections of a resume? How long after completing the package will they remember the order of the eight sections? How important is it that all eight sections always appear in the same order? How many of the eight sections must be included in subsequent resumes so that the instructor "passes" the student. When does the resume stop being a resume--in terms of inclusion of sections.

It would be interesting to survey businesses that hire teenagers and ask them to list the main sections they would find most useful on a resume The results of this survey could help determine a baseline for resume writing. When evaluating for results, a resume written at least one month after instruction would have to

include the sections listed by the businesses. Students that achieved this would have achieved increased quality in resume writing.

The designer did not conduct a results evaluation. If time had allowed, the procedure used would have been a (1) questionnaire to community businesses to develop a baseline resume, and (2) student resumes written at least one month after original instruction.

Reliability and Validity

Two important characteristics of evaluation instruments are reliability and validity (Phillips, 1983). A reliable instrument is so consistent that subsequent measurements yield approximately the same results. The most common reliability procedures are test/retest, alternate-form, and split-half. It is important to that errors can affect the reliability of instructional instruments. Examples are fluctuations in the mental alertness of the participants; changes in the administration conditions; differences in interpreting the results; and the length of the instrument.

A valid instrument is one that measures what it sets out to measure. An instructional program should be valid in terms of content, ability or skill, attitude and predictive behaviors. Validity can be improved by reducing bias, remaining objective during administration

of the instrument and recognizing that attitudes do not always predict behavior.

The learning activity package and test items were designed to be reliable and valid. The designer conducted split-half reliability testing on the post test. Scores on odd-numbered questions were compared the socres on even-numbered questions. The results were 97% versus 95%. The designer felt the 2% variance was acceptable. The content validity was confirmed by the SME. The designer wished to measure whether or not a student could write a complete resume as a result of the instructional materials. The final resumes were proof that this measurement was successfully achieved.

Summary

The designer conducted formative evaluation and summative evaluation. During formative evaluation, one-on-one trials were conducted three times; a small-group evaluation involved five students; and a field trial involved six students. During formative evaluation data about the learning materials was collected and used to improve the effectiveness of the materials. Changes included rewriting the pretest and clarifying instructions. The designer had to explain the reason for a pretest and a post test, as the students were unfamiliar with these items. During this stage the

results of the pretest, review test, post test and post-learning questionnaire were tabulated and assessed.

Summative evaluation consists of four steps: reaction, learning, behavior and results. During summative evaluation data is collected about the instruction for the purpose of determining the value of the instruction for the target population. The target population did not use the LAP as exclusively self-instructional. Instruction with the target population was a combination of class and individual activities. The pretest, review test, post test and post-learning questionnaire were also tabulated and assessed during this stage, although the focus was on value instead of revision.

The learning materials were tested for reliability and validity. Split-half reliability testing and content validity testing were used to confirm these measurements.

CHAPTER 7

SUMMARY AND RECOMMENDATIONS

Introduction

This chapter provides a summary of the instructional project described in this document. In contrast to Chapter 1, which explains what the designer expected to occur during the five steps of Instructional System Design, Chapter 7 explains what actually did occur. This chapter concludes with recommendations that may benefit other designers in extending this work to another population or time, or benefit other designers by providing a detailed analysis of an instructional project.

Methods and Procedures Used

The method used for the instructional project was based on the Florida State or Interservice Model of Instructional Systems Design (ISD). The five stages used in the project were: analysis, design, development, implementation and evaluation.

Analysis

During this stage the designer conducted a needs analysis, job analysis and task analysis. The instructional need was based on the community cry for high school students to graduate with career-related

skills, which resulted in a New York State mandate that these skills be taught in our public schools. Resume writing was one of the skills listed in the mandate. The need for new instructional materials was supported by the lack of appropriate existing learning materials.

The target population was students enrolled in the course, Introduction to Occupations. An alternate target population had to be chosen for this project, since the original target group had completed a unit on resume writing.

Printed material was the medium chosen for the instructional project. The designer created a learning activity package on preparing a resume. The instructional goal of resume writing was divided into eight main tasks, which were further subdivided into the number of steps required to complete each task--completely and accurately. The designer gathered existing literature on resume writing for analysis of its appropriateness for the target population.

The designer developed a major events list and time line at the beginning of the project. The project began on September 30, 1987 and ended on April 13, 1988. PERT and Gantt charts were developed and used to locate any time conflicts or unnecessary interruptions.

The analysis stage ended with the preparation of a budget. The projected cost of implementing the instructional program was well within reasonable limits.

Design

During the design stage the designer identified eight insructional objectives, to correspond with the eight main tasks to resume preparation. The objectives were grouped in an order that was logical for a fourteen year old's resume. Entry behaviors were defined. Students enrolled in Introduction to Occupations must write a resume, whether or not they meet the entry behavior requirements. This problem was addressed in the development stage.

A lesson plan, including method and media and following Gagne's nine internal learning processes, was written. The time estimate of five sessions of forty-minutes each was accurate.

Test items were developed during the design stage. The instructional materials contained a pretest, review test and a post test.

The designer decided to use both formative and summative evaluation. Included in the evaluation was a post-learning questionnaire. A follow-up questionnaire was planned for evaluation, but not used.

Development

The development of the learning activity package was based on individualized instruction methods as outlined by Johnson (1972) and New York Institute of Technology (1985). After one-third of the package was developed, the designer concept tested the overall instructional plan with other teachers. One suggetion was offered, and incorporated into the LAP development.

The pretest, review test, post test, post-learning questionnaire and follow-up questionnaire were written. Positive reinforcement statements were included in the text as well as a certificate of completion. Student and teacher interaction points were located at the end of every main section. These were especially beneficial for students who required help mastering the entry behaviors.

The entire package was reviewed for accuracy of content and mechanics. Fourteen copies of the materials were produced.

Implementation

Formative evaluation occurred at the end of the development stage. As a result of this evaluation the materials were revised to correct errors. The learners used the revised materials during the implementation stage. Twelve copies of the materials were produced. The students completed them in a classroom setting during five days. The actual dates occurred earlier than the

dates listed on the time line. Implementation began March 23.

Implementation of the LAP differed from standard LAP implementation in that the text portions were read as a class. LAP's are designed to be self-instructional. This LAP was a combination of class activity and individual work. During this stage the designer collected data for use in summative evaluation.

Evaluation

During the development stage, formative evaluation was conducted. The designer used one-on-one evaluation, small-group evaluation and field trials. Mechanical problems with the learning materials were noted and revised; test results were recorded and analyzed.

Summative evaluation included the four steps of reaction, learning, behavior and results. The designer needed to determine the value of the instruction for the target population. Test results were recorded and analyzed. Attitude reactions were determined from the post-learning questionnaire.

Judging from the results of both forms of evaluation, the designer felt that reliability and validity measurements had been met.

Conclusions

The evaluation of the implementation stage and the post-learning questionnaire, led the designer to conclude that using the learning activity package must be a combination of class and individual activity. The learners were not motivated to read the text portions on their own. Reading as a class and completing the work areas individually worked well. This more flexible use of the learning materials met the needs of the students and still achieved the instructional goal..

Upon completion of the LAP, most of the students were enthusiastic about having written a resume. They requested that the designer produce their resumes on a word processor so they could use them in seeking summer employment. Based on this request, the designer concluded that resume writing is an appropriate activity for ninth grade students--whether mandated by the state or not.

The designer was pleased that the test results were as expected. No students passed the pretest, but all students passed the post test. As a result of the success of this project, the learning activity package will become part of the East Meadow School District's curriculum.

Recommendations

1. The designer feels that the actual target population should be used whenever possible. The alternate target population for this project was similar, but not the same. Evaluation, based on the actual target population, may produce different results.

2. The learning activity package on preparing a resume would fit well in a series of LAPs on job-seeking skills. This learning activity could be extended to include writing a cover letter, completing an application form and writing an interview thank you note.

3. Conduct a survey of businesses that hire teenagers and ask them to list the most beneficial sections of a resume. Use the results to determine a baseline for resume writing.

4. One of the most beneficial aspects of learning for a student is applying classroom activities to the "real" world. The students can use their resumes when job hunting. Direction and encouragement are always a help. Some suggestions are:

   a. Provide the students with a list of jobs commonly available to teenagers.

   b. Provide access to computers during the school day to allow students to produce their resumes on a word processor.

c. Arrange for duplication of the resumes.

d. Role-play interview situations with resume in hand. The students should be prepared to respond to the various approaches an employer may use when referring to the resume.

e. Arrange to meet with the students after job interviews to discuss the student's feelings, difficulties or questions that may have ocurred during the interview. Provide a supportive atmosphere.

Concluding Statement

The instructional design described in this document was interesting and fun to complete. It took a considerable amount of time and thought to progress through the five Instructional System Design stages. The designer is extremely grateful that the learning activity package met a learning need and resulted in students who were excited about having their own resumes. The final learning activity package can be used by any student from approximately eighth grade to tenth grade.

The designer feels that the discipline of a detailed instructional analysis is invaluable. The steps cross all disciplines in either the education or training environment. Completing this project has resulted in greater insight into learning needs and greater experience in meeting those needs.

It is the designer's hope that the learning activity package will be used in many classrooms and will continue to result in students who are excited as a result of the learning process. The designer also offers this project as a guideline for other students who may undertake an Instructional System Design project. Use this project as a steppingstone to begin your own journey from a need for learning, through the learning process and onto a polished result.

Appendix 1

Task Analysis

PREPARE A RESUME

1.0 Write personal information

- 1.1 Write name
- 1.2 Write address
- 1.3 Write phone number

2.0 Choose career objective

- 2.1 Write part-time employment
- 2.2 Write part-time summer employment
- 2.3 Write full-time summer employment
- 2.4 Choose a specific occupational area

3.0 Summarize educational background

- 3.1 Write name of junior high
- 3.2 Write address of junior high
- 3.3 Specify expected date of graduation
- 3.4 Choose main courses
- 3.5 Write name if elementary school
- 3.6 Write address of elementary school
- 3.7 Specify date graduated from elementary school

4.0 Choose abilities

- 4.1 Choose at least two general abilities
- 4.2 Choose at least two specific abilities
- 4.3 Write a personal ability

5.0 Choose interests

5.1 Choose at least two general interests

5.2 Choose at least two specific interests

5.3 Write a personal ability

6.0 Summarize work experience

6.1 Write starting date and ending date for job

6.2 Write company name

6.3. Write company address

6.4 Describe duties or responsibilities

6.5 Choose and specify contact person

6.6 List work experience in reverse chronological order

7.0 Write honors and achievements

7.1 Write school awards

7.2 Write certificates received

7.3 Write achievement recognition

7.4 Specify date received

8.0 Discriminate between business and personal references

8.1 Choose one business reference

8.11 Decide on a teacher, guidance counselor, coach, administrator or previous employer

8.12 Write their names

8.13 Write their occupational titles

8.14 Write their addresses

8.15 Write their phone numbers

8.16 Determine length of your acquaintance

8.2 Choose one personal reference

8.21 Decide on a neighbor, friend, or relative

8.22 Write that name

8.23 Write the relationship to resume writer

8.24 Write address

8.25 Write phone number

8.26 Determine length of your acquaintance

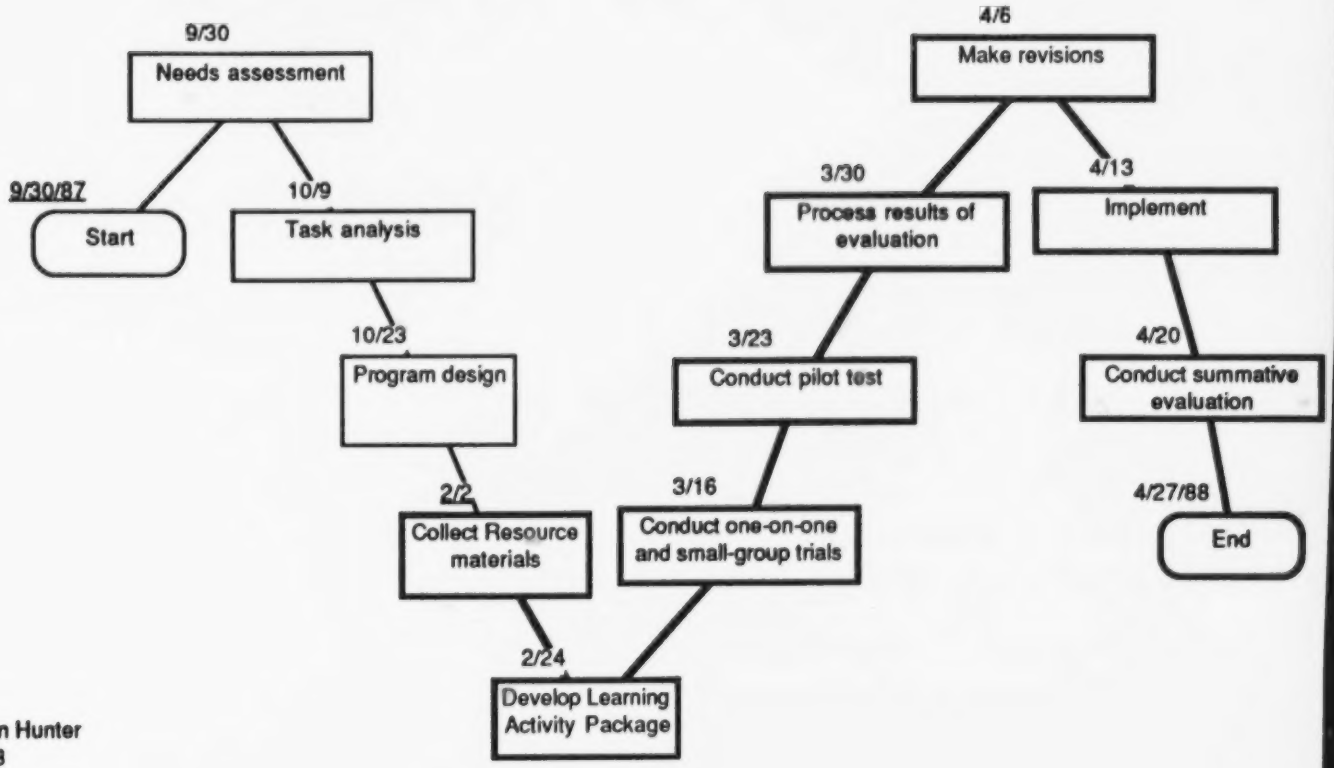
Appendix 2

Project Planning

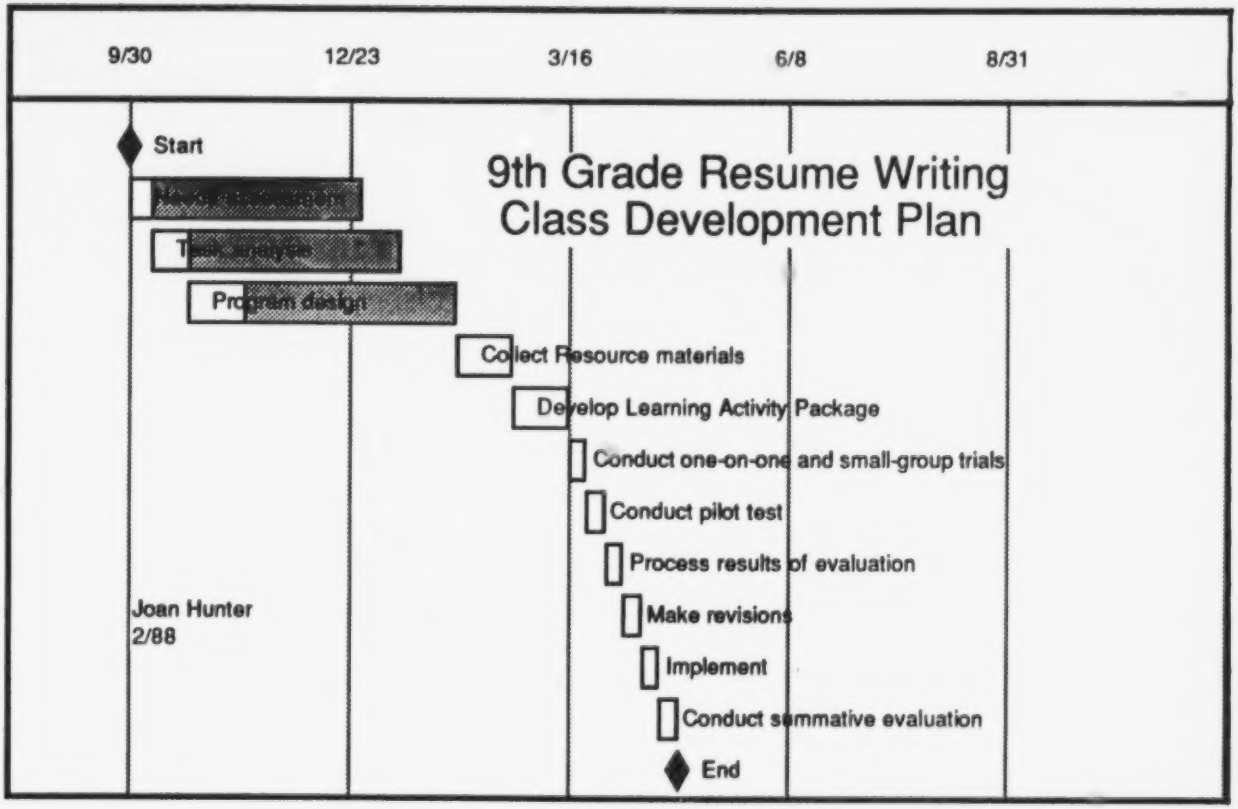
MAJOR EVENTS LIST AND TIME LINE

		WEEKS	START	FINISH
1.	Start	0	9/30/87	9/30/87
2.	Needs assessment	1.5	9/30/87	10/09/87
3.	Task analysis	2	10/09/87	10/23/87
4.	Program design	3	10/23/87	11/17/87
5.	Collect resource materials	3	2/02/88	2/23/88
6.	Develop Learning Activity Package (LAP)	3	2/24/88	3/15/88
7.	Conduct one-on-one trials and small-group evaluation	1	3/16/88	3/23/88
8.	Pilot Test	1	3/23/88	3/30/88
9.	Evaluate results of trials	1	3/30/88	4/06/88
10.	Make revisions based on trials	1	4/06/88	4/13/88
11.	Implement LAP	1	4/13/88	4/20/88
12.	Summative Evaluation	1	4/20/88	4/27/88
13.	End	0	4/27/88	4/27/88

9th Grade Resume Writing Class
Development Plan



Joan Hunter
2/88


9/30
12/23
3/16
6/8
8/31
Start
9th Grade Resume Writing
Class Development Plan
Program design
Collect Resource materials
Develop Learning Activity Package
Conduct one-on-one and small-group trials
Conduct pilot test
Process results of evaluation
Make revisions
Implement
Conduct summative evaluation
End
Joan Hunter
2/88

Appendix 3

Developmental
Learning Activity Package

WOODLAND JUNIOR HIGH
EAST MEADOW, NEW YORK
Ninth Grade Materials

INTRODUCTION TO OCCUPATIONS

PREPARING A RESUME
LEARNING ACTIVITY PACKAGE
--A JOB-SEEKING SKILL--

Name _____ Period _____

ABOUT A LEARNING ACTIVITY PACKAGE

This learning activity package contains all the steps necessary for you to complete a resume. You may complete this package at your own pace. This means that you may be on page 4, the student to your right on page 6 and the student behind you on page 2. This is perfectly all right. You are not being graded on how fast you complete the package, but on how well-thought-out your final resume is.

Read each page, follow instructions and complete all activities. Don't forget to take the pretest and the post test. When you have finished, you will have a useable resume.

GOOD LUCK!

PRETEST

1. Define resume: _____

_____

_____

2. What is another name for a resume? _____

_____

3. What is the purpose of a resume? _____

_____

_____

_____

4. What is a career objective? _____

_____

5. What is a reference? _____

_____

6. Define employer _____

_____

7. Define employee _____

_____

WHEN YOU FINISH, SHOW THE PRETEST TO YOUR TEACHER.

PREPARING A RESUME

Preparing a resume is a job-seeking skill. This means that you will use a resume when you are trying to find a job. You can use a resume to find a part-time after school job, to find a summer job, or to find a full-time job after high school or college.

Upon completion of this learning activity package you will be able to:

1. Write a career objective.
2. List skills, abilities, interests, activities, honors and achievements.
3. List education and work experience.
4. Describe a business and a personal reference.
5. Write a resume in proper resume format

PLEASE TURN THE PAGE

YOU!

YOU are a unique person! There are certain things about you that belong only to you. For example, write your first, middle and last name:

_____ _____ _____

Do you know anyone else in your school with this same exact name? _____ Most likely no one else has this same name. Your name is unique to you. Other things are unique to you also. Your skills or abilities are unique; your interests and activities are unique; and your achievements are unique. Are you thinking, "But I know other people with the same interests or skills that I have." Yes, other people may share your interests or skills, but there is always a difference in the way you do each one. For instance, no one else dribbles a basketball exactly the way you do; and no one else dances to rock and roll exactly the way you do.

What does all of this have to do with preparing a resume? **TURN THE PAGE TO FIND OUT!**

WHAT IS A RESUME?

Someone out there wants to know just how unique you are. Someone out there wants to pay you for the unique skills, abilities and experiences that only you have. Sound too good to be true? Read on. . .

An employer can hire and pay you to do a job. This job may be working for a fast food restaurant, working in a gas station, working in a grocery store, babysitting, mowing lawns, and many other jobs. The way you let the employer know just how unique you are is through your resume.

A resume is a summary of you. A resume lists your education, skills, abilities and experiences in an organized manner. A resume lists all facts about you that will help you in the field of work, but also show that you have additional interests.

Another name for a resume is **personal data sheet.**

Personal - about you

Data - facts and information

Sheet - one piece of paper

TURN TO PAGE 26 TO SEE A RESUME FOR A NINTH GRADE STUDENT. LOOK AT THIS RESUME EVERY TIME YOU WANT TO SEE WHAT A CERTAIN SECTION LOOKS LIKE. THEN CONTINUE THE LEARNING ACTIVITY PACKAGE ON PAGE 6.

WHY A RESUME?

A resume is your calling card. It is a way of saying, "Hello. Let me tell you about myself." You can mail your resume to an employer or you can bring it in person. Employers like resumes. Everything they need to know about you is on one sheet of paper. Some employers may ask you questions in person, and then forget your answers. If that happens, how will they remember that you are more unique than all of the other people they talk to? Your resume is a visual reminder of your uniqueness. Remember, it tells all about you!

How many of your friends bring a resume with them when they are asking about part-time jobs? _____ Probably not many. Just think how surprised and pleased an employer will be when you ask about job openings and leave a resume.

Often being known as unique happens by doing just one little thing different from everyone else. Having a resume may be just that thing. Employers will view you as a step above the other job applicants who arrive without resumes. Wouldn't it be a great feeling to get the job you want and the admiration of your employer--all at the same time.

TURN THE PAGE TO BEGIN PREPARING A RESUME.

The resume that you will complete in this learning activity package will have eight main parts. They are:

1. Personal information
2. Career objective
3. Education
4. Abilities
5. Interests
6. Work experience
7. Honors and achievements
8. References

PERSONAL INFORMATION

Personal information is very easy to list. You have probably had this information memorized since kindergarten. But, it is extremely important. Without it an employer would not know your unique name or how to contact you.

For your resume, personal information is:

Your name:_____
First Middle Initial Last

Be sure to include your proper first name. William, not Billy
Katherine, not Kathy
Robert, not Bobby
Jennifer, not Jen

TURN THE PAGE TO COMPLETE PERSONAL INFORMATION.

Your address: _____
House number and street name

Be sure to include and SPELL OUT
Road -- Avenue -- Street
-- Circle -- Drive, etc.

_____
Town State Zipcode

Be sure to spell out New York. The
zipcode for East Meadow is 11554.

Your telephone number _____
Area Code/ Number

The area code is 516. Follow it with
a /. Then write your phone number in
this format: 123-4567.

STOP HERE AND SHOW YOUR TEACHER.

TURN TO PAGE 27 AND READ IT VERY CAREFULLY.
THEN TRANSFER THE PERSONAL INFORMATION TO THE RESUME FORM
ON PAGE 28. THEN CONTINUE THIS PACKAGE ON PAGE 9.

CAREER OBJECTIVE

A career objective tells the type of work you are seeking. It can state a specific position, such as cashier or stock clerk, or state a specific category of work, such as part-time or summer.

The resume you are preparing in this learning activity package is one you can use right NOW. It is current for now, not three years from now. Your career objective should also be current for NOW. Since you are still in school for most of the day, your career objective cannot be a full-time job.

Several career objectives follow. Choose the one that is closest to what you would like to do. Then put a check on the line in front of it.

_____ **Part-time employment after school and on weekends.**

Choose this objective if these are the exact hours you are able to work. You can change it a little if the following situations are true. You can only work after school--Don't write "on weekends." OR, You can only work on weekends--Don't write "after school."

_____ **Full-time summer employment**

Choose this objective if you will be home all

TURN THE PAGE TO COMPLETE CAREER OBJECTIVES.

day, every day in the summer and you can work as many hours as your employer wants you to. Also, only choose this objective if you do NOT want to work when school begins again in September. Depending on your age, there may be a limit to the number of hours you can work.

_____ **Part-time summer employment**

Choose this objective if there is a limit to the number of hours you can work each day. You should know the number of hours before you speak to an employer. Again, choose this only if you do NOT want to work when school begins.

_____ **One of the above objectives PLUS a specific job area**

Choose this objective if you will accept only one type of job or not work at all. For example:

Part-time employment as a cashier.

Full-time summer employment as a mother's helper.

Part-time summer employment pumping gas.

STOP HERE AND SHOW YOUR TEACHER.

ONCE YOU HAVE CHECKED THE CAREER OBJECTIVE THAT IS RIGHT FOR YOU, TRANSFER IT TO THE CORRECT PLACE ON THE RESUME FORM ON PAGE 28. THEN CONTINUE THIS PACKAGE ON PAGE 11.

EDUCATION

The education part of the resume lets an employer know what schools you attended and what your major areas of study were. You may think, "I don't have a major area of study. I just take what I am told to." This was true for elementary school, but even in ninth grade you were able to choose at least one course. For example, Introduction to Occupations. In high school you will have even more choices.

Begin the education section with the school you attend now and work backward to elementary school.

QUESTION: Why do you think this "backward" order is followed? _____

_____

JUNIOR HIGH SCHOOL

Name _____
(Do not abbreviate)

Address _____
Town State Zipcode
(Do not abbreviate)

Major courses: _____ _____

_____ _____

_____ _____

This section should list any special area or elective courses you have taken. Only list math,

science, English or social studies if they directly relate to a job you might want to have. For example, math for a bookkeeping job. DON'T forget to include Introduction to Occupations, Technology, Typing, Computer Concepts, and a foreign language.

Expected date of graduation _____
If you expect to graduate this year, say so!
June, 1988

ELEMENTARY SCHOOL

Name _____

Address _____
Town State Zipcode

Graduated: _____
If you have gone straight through school without skipping or repeating a grade, this date is June, 1985.

ANSWER: An employer is more interested in what you are doing NOW, than what you did three or four years ago. That's why you list the school you are in NOW, first. It is the first thing the employer will want to know and he or she will read it first.

STOP HERE AND SHOW YOUR TEACHER.

WELL DONE! YOU HAVE YOUR EDUCATIONAL HISTORY DOWN ON PAPER. NOW TRANSFER THIS INFORMATION TO THE EDUCATION SECTION OF THE FINAL RESUME.

ABILITIES

CONGRATULATIONS! When you finish this page, half of your resume will be completed.

Abilities are physical or mental skills you develop or learn as you grow up. Think of your abilities in terms of what you CAN do best. When you practice an ability, you can become better at it. For example, you may have the ability to play the piano. With practice you can become more skilled--or a better piano player.

The ability section of a resume is very important when you do not have a lot of previous work experience. Many abilities that you have learned through hobbies or school will help you on the job.

ABILITY LIST

GENERAL

Artistic ability--drawing, decorating, designing

Musical ability--singing, writing music, performing

Math ability--accuracy when working with numbers

Scientific ability--lab experiments, principles

Language ability--writing and speaking correctly

Mechanical ability--repairing, work with machines

Social ability--get along with others, friendly

Teaching ability--explain how to do an activity

Persuasive ability--sell a product, influence

Leadership ability--get things started, lead group

Clerical ability--type, file, phones, keep records

Organization ability--place in a certain order

Helping ability--care for sick, understand problems

Performing ability--acting, modeling

Research ability--use a library, locate answers

Athletic ability--team sports, do well in gym

_____ _____ _____

_____ _____ _____

SPECIFIC

Typing	Word Processing	Programming
Bookkeeping	Answering phones	Filing
Oil changes	Cook meals	Repair lawnmowers
Listening well	Speaking clearly	Sense of humor
Patience	Taking temperatures	Giving change

_____ _____ _____

_____ _____ _____

CHOOSE AT LEAST FOUR ABILITIES THAT YOU CIRCLED (CHOOSE FROM GENERAL AND SPECIFIC) AND TRANSFER THEM TO THE FINAL RESUME. COPY THEM EXACTLY AS THEY APPEAR--THE FIRST LETTER IN UPPERCASE; THE REST IN LOWER CASE. EXAMPLE: Musical ability **FOR HELP, LOOK AT THE SAMPLE RESUME ON PAGE 26.**

INTERESTS

Interests are activities you like to do and that make you happy. Think of your interests in terms of what you LIKE to do best. Your interests change over the years. For example, you are probably not as interested in watching "Sesame Street" as you were ten years ago. Other interests are lifelong. An interest in sports may last your entire life. At some points in your life you may play sports and at other times watch sports.

Again, this is an important section if you do not have a lot of work experience. Your interests may be useable on the job. An employer looking for a sales clerk in a stationery store may be impressed with your persuading interest.

Read the following list of interests and circle those that you think you have. If you can think of any others, add them on the blank lines. Choose at least four.

INTEREST LIST

GENERAL

Artistic interest
Counseling interest
Music intest
Supervisory interest
Organizational interest
Creative interest

Persuading interst	Mechanical interest
Technology interest	Numerical interest
Verbal interest	Reading interest
Entertainment interest	Athletic interest
_____	_____
_____	_____

SPECIFIC

Building models	Listening to music	Record collecting
Cheerleading	Soccer	Football
Softball	Volleyball	Riding dirt bikes
Sewing	Painting	Crafts
Girl Scouts	Boy Scouts	Chorus
Band	Watching videos	Computer club
_____	_____	_____
_____	_____	_____

CHOOSE AT LEAST FOUR INTERESTS THAT YOU CIRCLED (CHOOSE FROM GENERAL AND SPECIFIC) AND TRANSFER THEM TO THE FINAL RESUME ON. COPY THEM EXACTLY AS THEY APPEAR--THE FIRST LETTER IN UPPERCASE; THE REST IN LOWER CASE. EXAMPLE:
Reading interest

WORK EXPERIENCE

Work experience on a resume usually means the paid jobs you have had. This lets an employer know 1) who you have worked for; 2) what your position was; 3) how long you worked there; and 4) what your responsibilities were.

Under work experience on your resume include any paid jobs you have held, but also include volunteer (nonpaid) work. Employers are interested in your experience. You gain experience whether you are paid for it or not.

Let's begin with paid jobs. On your resume you will list the following:

Dates worked: List jobs (paid and nonpaid) in the order of most recent job held to oldest job held. If you are working now write: 1985 to present

1987 to present

Company name and address:

Frank's Deli
5 Merrick Avenue
East Meadow, New York
11554

Lawnmowing
Your home address
City, State Zipcode

Position: What was the title for the work you performed? **TURN THE PAGE FOR SOME EXAMPLES.**

counterperson	stock clerk	cashier
gas attendent	cook	babysitter
manager/lawnmower	waitress	camp aide

Duties: What did you do on this job? Use past-tense verbs if you are not still doing this job. Use present-tense verbs if you are still on this job. Be very specific when describing duties; and try write more than one. Examples:

took orders	handle money	prepare lunch
rang-up orders	bagged grocies	stock shelves
pump gas	trimmed hedges	washed windows
organize play	supervise children	organized crafts

Nonpaid jobs will follow the same format--dates, company information, position and duties. If you have helped parents or friends in church or synagogue; an office; at home, etc. write it down! Example:

1986 to present	1st Church	Teacher Aide	Help teach Prepare snacks Read stories
1987 to present	Neighbor	Helper	Help elderly neighbor with household chores

TURN PAGE TO CONTINUE WORK EXPERIENCE.

ENTER YOUR WORK EXPERIENCE BELOW. TAKE YOUR TIME TO DESCRIBE EACH JOB COMPLETELY.

DATES	COMPANY	POSITION	DUTIES

1.

2.

3.

4.

LOOK AT THE RESUME SAMPLE ON PAGE 26 FOR EXTRA HELP.

WHEN YOU ARE FINISHED, SHOW YOUR TEACHER, AND THEN TRANSFER TO THE RESUME ON PAGE.

HONORS AND ACHIEVEMENTS

YOU'RE ALMOST DONE! A complete resume is just a couple of steps away. Remember a resume lets other people know just how unique you are. The honors and achievements section does not have to appear on a resume, but it does show some more facts about you.

Have you ever been on a winning sports team? Or received a certificate for a job well done? Have you received recognition awards for completed work in class or perfect attendance? Have you ever made the Scholastic or Honor Roll, or received a good grade for a hard course? Take a few minutes to think about your involvements in school, sports, clubs, or the community. If you're not sure if something is an honor or achievement, check with your teacher.

List your honors or achievements below.

1.

2.

3.

4.

TRANSFER THIS INFORMATION TO THE FINAL RESUME ON PAGE. REMEMBER TO LOOK AT THE SAMPLE RESUME FOR HELP.

REFERENCES

This is the last section of your resume. You are doing a good job!!

There are two types of references: business and personal. In the reference section of your resume you will write the names and addresses of two people who have known you over one year. One will be your business reference and one will be your personal reference. An employer may contact one of these people to ask their opinion of <u>you.</u> So. . .make sure you name people who will give a good, but HONEST, opinion.

A business reference is a previous employer, teacher, guidance counselor, coach, etc. These are people who you can tell what kind of worker you are.

A personal reference is a friend or neighbor. These are people who can tell what kind of person you are socially.

Giving one reference of each type will let an employer know both "unique" sides of you.

TURN THE PAGE TO LIST YOUR REFERENCES.

List your references below.

BUSINESS REFERENCE	PERSONAL REFERENCE
Name_____	NAME_____
ADDRESS _____	ADDRESS_____
CITY_____	CITY_____
STATE, ZIP _____	STATE, ZIP _____
PHONE_____	PHONE _____

WHEN YOU HAVE FINISHED SHOW YOUR TEACHER, AND THEN TRANSFER THE INFORMATION TO THE FINAL RESUME.

CONTRATULATIONS!!!

YOU SHOULD NOW HAVE A COMPLETE RESUME!

I'M PROUD OF YOU!

REVIEW TEST

Circle T for True or F for False

1. T F The resume you write now should state the career objective for when you are out high school.
2. T F An award for good attendance may be included on a resume.
3. T F Work experience should only include paid jobs.
4. T F Your educational background should be written in chronological order because that is how you went through school.
5. T F A good career objective for a job during the school year is "Part-time employment."

Write the answer in the space below each question.

6. What information do you include in the personal section of a resume.
7. Why is it important for a teenager to list abilities and interests?
8. Give an example of a business reference.
9. Give an example of a personal reference.
10. How will a resume help you get a job instead of another teenager?

TURN THE PAGE TO CHECK YOUR ANSWERS.

REVIEW TEST ANSWERS

1. F--The career objective should be for NOW.
2. T
3. F--Teenage work experience may include nonpaid jobs.
4. F--List in reverse chronological order; an employer is interested in the most recent information.
5. T
6. Full name, address and telephone number
7. Teenagers usually do not have a lot of work experience. Abilities and interests show what else you can do.
8. Teacher, guidance counselor, coach, previous employer
9. Friend or neighbor
10. A resume will show that you are a unique person. Most teenagers will not have a resume.

HOW DID YOU DO? GIVE YOURSELF A GRADE. TAKE OFF 10 POINTS FOR EVERY INCORRECT ANSWER.

NOW, TURN THE PAGE AND COMPLETE THE POST TEST.

POST TEST

1. Define resume: _____

_____

_____

2. What is another name for a resume? _____

_____

3. What is the purpose of a resume? _____

_____

_____

_____

4. What is a career objective? _____

_____

5. What is a reference? _____

_____

6. Define employer _____

_____

7. Define employee _____

_____

WHEN YOU FINISH, SHOW THE POST TEST TO YOUR TEACHER.

JANICE J. KELLEY
75 MAIN STREET
EAST MEADOW, NEW YORK 11554

CAREER OBJECTIVE: Part-time employment after school

EDUCATION

Woodland Junior High School
Wenwood Drive
East Meadow, New York 11554

Major courses: Introduction to Occupations, Technology 8, Typing

Expected date of Graduation: June, 1988

Bowling Green Elementary School
Stewart Avenue
East Meadow, New York 11554

Graduated: June, 1985

ABILITIES: Clerical ability, Word processing, Helping ability, Speaking clearly

INTERESTS: Organizational interest, Spanish club, Cooking, Band

WORK EXPERIENCE

1988 to present	Apple Orchard	Cashier	Ring up orders Make change Bag orders
1984 - 1987	Various Neighbors	Babysitter	Watch children Prepare meals Organize play

HONORS AND ACHIEVEMENTS

Received a B in Social Studies, Church perfect attendance award.

REFERENCES

Mr. Corie
Guidance counselor
Woodland Junior High
East Meadow, New York
516/485-1800

Mrs. E. Johnson
Neighbor
80 Main Street
East Meadow, New York
516/123-4567

CAUTION!!

WHEN YOU TURN THE PAGE YOU WILL SEE THE FORM FOR YOUR FINAL RESUME.

DO NOT WRITE ON THE FORM UNTIL YOU ARE SURE YOU KNOW EXACTLY WHAT YOU WANT TO WRITE!

WORK VERY CAREFULLY ON THE WORKSHEET PAGES OF THIS LEARNING ACTIVITY PACKAGE. THEN, CAREFULLY TRANSFER THE INFORMATION TO THE FINAL RESUME FORM.

RESUME

_____
_____
_____

CAREER OBJECTIVE: _____

EDUCATION:

_____
_____
_____

Major courses: _____

Expected date of graduation: _____

_____
_____
_____

Graduated: _____

ABILITIES: _____
_____

INTERESTS: _____
_____

WORK EXPERIENCE:

Dates	Company	Position	Duties

HONORS AND ACHIEVEMENTS: _____
_____

REFERENCES:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

THIS IS TO

CERTIFY

THAT

_____

HAS WRITTEN A COMPLETE RESUME

_____ _____

TEACHER DATE

Appendix 4

Final
Learning Activity Package

WOODLAND JUNIOR HIGH
EAST MEADOW, NEW YORK
Ninth Grade Materials

INTRODUCTION TO OCCUPATIONS

PREPARING A RESUME
LEARNING ACTIVITY PACKAGE
--A JOB-SEEKING SKILL--

Name _____ Period _____

ABOUT A LEARNING ACTIVITY PACKAGE

This learning activity package contains all the steps necessary for you to complete a resume. You may complete this package at your own pace. This means that you may be on page 4, the student to your right on page 6 and the student behind you on page 2. This is perfectly all right. You are not being graded on how fast you complete the package, but on well-thought-out your final resume is.

Read each page, follow instructions and complete all activities. Don't forget to take the pretest and the post test. When you have finished, you will have a useable resume.

GOOD LUCK!

PRETEST

1. List five main parts of a resume.

   a.

   b.

   c.

   d.

   e.

2. What information is listed first on a resume?

   _____

3. What information is listed last on a resume?

   _____

WHEN YOU FINISH, SHOW THE PRETEST TO YOUR TEACHER.

PREPARING A RESUME

Preparing a resume is a job-seeking skill. This means that you will use a resume when you are trying to find a job. You can use a resume to find a part-time after school job, to find a summer job, or to find a full-time job after high school or college.

Upon completion of this learning activity package you will be able to:

1. Write a career objective.
2. List skills, abilities, interests, activities, honors and achievements.
3. List education and work experience.
4. Choose a business and a personal reference.
5. Write a resume in proper resume format.

PLEASE TURN THE PAGE

YOU!

YOU are a unique person! There are certain things about you that belong only to you. For example, write your first, middle and last name:

_____ _____ _____

Do you know anyone else in your school with this same exact name? _____ Most likely no one else has this same name. Your name is unique to you. Other things are unique to you also. Your skills or abilities are unique; your interests and activities are unique; and your achievements are unique. Are you thinking, "But I know other people with the same interests or skills that I have." Yes, other people may share your interests or skills, but there is always a difference in the way you do each one. For instance, no one else dribbles a basketball exactly the way you do; and no one else dances to rock and roll exactly the way you do.

What does all of this have to do with preparing a resume? **TURN THE PAGE TO FIND OUT!**

WHAT IS A RESUME?

Someone out there wants to know just how unique you are. Someone out there wants to pay you for the unique skills, abilities and experiences that only you have. Sound too good to be true? Read on. . .

An employer can hire and pay you to do a job. This job may be working for a fast food restaurant, working in a gas station, working in a grocery store, babysitting, mowing lawns, and many other jobs. The way you let the employer know just how unique you are is through your resume.

A resume is a summary of you. A resume lists your education, skills, abilities and experiences in an organized manner. A resume lists all facts about you that will help you in the field of work, but also show that you have additional interests.

Another name for a resume is **personal data sheet.**

Personal - about you

Data - facts and information

Sheet - one piece of paper

TURN TO PAGE 27 TO SEE A RESUME FOR A NINTH GRADE STUDENT. LOOK AT THIS RESUME EVERY TIME YOU WANT TO SEE WHAT A CERTAIN SECTION LOOKS LIKE. THEN CONTINUE THE LEARNING ACTIVITY PACKAGE ON PAGE 6.

WHY A RESUME?

A resume is your calling card. It is a way of saying, "Hello. Let me tell you about myself." You can mail your resume to an employer or you can bring it in person. Employers like resumes. Everything they need to know about you is on one sheet of paper. Some employers may ask you questions in person, and then forget your answers. If that happens, how will they remember that you are more unique than all of the other people they talk to? Your resume is a visual reminder of your uniqueness. Remember, it tells all about you!

How many of your friends bring a resume with them when they are asking about part-time jobs? _____ Probably not many. Just think how surprised and pleased an employer will be when you ask about job openings and leave a resume.

Often being known as unique happens by doing just one little thing different from everyone else. Having a resume may be just that thing. Employers will view you as a step above the other job applicants who arrive without resumes. Wouldn't it be a great feeling to get the job you want and the admiration of your employer--all at the same time.

GO FOR IT! TURN THE PAGE TO BEGIN PREPARING A RESUME.

The resume that you will complete in this learning activity package will have eight main parts. They are:

1. Personal information
2. Career objective
3. Education
4. Abilities
5. Interests
6. Work experience
7. Honors and achievements
8. References

PERSONAL INFORMATION

Personal information is very easy to list. You have probably had this information memorized since kindergarten. But, it is extremely important. Without it an employer would not know your unique name or how to contact you.

For your resume, personal information is:

Your name:_____
First Middle Initial Last

Be sure to include your proper first name. William, not Billy
Katherine, not Kathy
Robert, not Bobby
Jennifer, not Jen

TURN THE PAGE TO COMPLETE PERSONAL INFORMATION.

Your address: _____
House number and street name

Be sure to include and SPELL OUT
Road -- Avenue -- Street
-- Circle -- Drive, etc.

_____
Town State Zipcode

Be sure to spell out New York. The
zipcode for East Meadow is 11554.

Your telephone number _____
Area Code/ Number

The area code is 516. Follow it with
a /. Then write your phone number in
this format: 123-4567.

STOP HERE AND SHOW YOUR TEACHER.

TURN TO PAGE 28 AND READ IT VERY CAREFULLY.
THEN TRANSFER THE PERSONAL INFORMATION TO THE RESUME FORM
ON PAGE 29. THEN CONTINUE THIS PACKAGE ON PAGE 9.

CAREER OBJECTIVE

A career objective tells the type of work you are seeking. It can state a specific position, such as cashier or stock clerk, or state a specific category of work, such as part-time or summer.

The resume you are preparing in this learning activity package is one you can use right NOW. It is current for now, not three years from now. Your career objective should also be current for NOW. Since you are still in school for most of the day, your career objective cannot be a full-time job.

Several career objectives follow. Choose the one that is closest to what you would like to do. Then put a check on the line in front of it.

_____ **Part-time employment after school and on weekends.**

Choose this objective if these are the exact hours you are able to work. You can change it a little if the following situations are true. You can only work after school--Don't write "on weekends." OR, You can only work on weekends--Don't write "after school."

_____ **Full-time summer employment**

Choose this objective if you will be home all

TURN THE PAGE TO COMPLETE CAREER OBJECTIVES.

day, every day in the summer and you can work as many hours as your employer wants you to. Also, only choose this objective if you do NOT want to work when school begins again in September. Depending on your age, there may be a limit to the number of hours you can work.

_____ **Part-time summer employment**

Choose this objective if there is a limit to the number of hours you can work each day. You should know the number of hours before you speak to an employer. Again, choose this only if you do NOT want to work when school begins.

_____ **One of the above objectives PLUS a specific job area**

Choose this objective if you will accept only one type of job or not work at all. For example:

Part-time employment as a cashier.

Full-time summer employment as a mother's helper.

Part-time summer employment pumping gas.

STOP HERE AND SHOW YOUR TEACHER.

ONCE YOU HAVE CHECKED THE CAREER OBJECTIVE THAT IS RIGHT FOR YOU, TRANSFER IT TO THE CORRECT PLACE ON THE RESUME FORM ON PAGE 29. THEN CONTINUE THIS PACKAGE ON PAGE 11.

EDUCATION

The education part of the resume lets an employer know what schools you attended and what your major areas of study were. You may think, "I don't have a major area of study. I just take what I am told to." This was true for elementary school, but even in ninth grade you were able to choose at least one course. For example, Introduction to Occupations. In high school you will have even more choices.

Begin the education section with the school you attend now and work backward to elementary school.

QUESTION: Why do you think this "backward" order is followed? _____

_____

JUNIOR HIGH SCHOOL

Name _____
(Do not abbreviate)

Address _____
Town State Zipcode
(Do not abbreviate)

Major courses:
This section should list any special area or elective courses you have taken. Only list math, science, English or social studies if they directly relate to a job you might want to have. For example, math for a bookkeeping job. DON'T forget to include Introduction to Occupations, Technology, Typing, Computer Concepts, and a foreign language.

_____ _____

_____ _____

_____ _____

Expected date of graduation _____
If you expect to graduate this year, say so!

ELEMENTARY SCHOOL

Name _____

Address _____
Town State Zipcode

Graduated: _____
If you have gone straight through school without skipping or repeating a grade, this date is June, 1985.

ANSWER: An employer is more interested in what you are doing NOW, than what you did three or four years ago. That's why you list the school you are in NOW, first. It is the first thing the employer will want to know and he or she will read it first.

STOP HERE AND SHOW YOUR TEACHER.

WELL DONE! YOU HAVE YOUR EDUCATIONAL HISTORY DOWN ON PAPER. NOW TRANSFER THIS INFORMATION TO THE EDUCATION SECTION OF THE FINAL RESUME.

ABILITIES

CONGRATULATIONS! When you finish this page, half of your resume will be completed.

Abilities are physical or mental skills you develop or learn as you grow up. Think of your abilities in terms of what you CAN do best. When you practice an ability, you can become better at it. For example, you may have the ability to play the piano. With practice you can become more skilled--or a better piano player.

The ability section of a resume is very important when you do not have a lot of previous work experience. Many abilities that you have learned through hobbies or school will help you on the job.

Read the following list of abilities and circle those that you think you have. If you can think of any others, add them on the blank lines. Choose at least four. Use both the general and specific lists.

ABILITY LIST

GENERAL

Artistic ability--drawing, decorating, designing

Musical ability--singing, writing music, performing

Math ability--accuracy when working with numbers

Scientific ability--lab experiments, principles

Language ability--writing and speaking correctly

Mechanical ability--repairing, work with machines

Social ability--get along with others, friendly

Teaching ability--explain how to do an activity

Persuasive ability--sell a product, influence

Leadership ability--get things started, lead group

Clerical ability--type, file, phones, keep records

Organization ability--place in a certain order

Helping ability--care for sick, understand problems

Performing ability--acting, modeling

Research ability--use a library, locate answers

Athletic ability--team sports, do well in gym

_____ _____ _____

_____ _____ _____

SPECIFIC

Typing	Word Processing	Programming
Bookkeeping	Answering phones	Filing
Oil changes	Cook meals	Repair lawnmowers
Listening well	Speaking clearly	Sense of humor
Patience	Taking temperatures	Giving change

_____ _____ _____

_____ _____ _____

STOP HERE AND SHOW YOUR TEACHER. THEN READ THE INSTRUCTIONS ON THE NEXT PAGE.

CHOOSE AT LEAST FOUR ABILITIES THAT YOU CIRCLED (CHOOSE FROM GENERAL AND SPECIFIC) AND TRANSFER THEM TO THE FINAL RESUME. COPY THEM EXACTLY AS THEY APPEAR--THE FIRST LETTER IN UPPERCASE; THE REST IN LOWER CASE. EXAMPLE: Musical ability.

INTERESTS

Interests are activities you like to do and that make you happy. Think of your interests in terms of what you LIKE to do best. Your interests change over the years. For example, you are probably not as interested in watching "Sesame Street" as you were ten years ago. Other interests are lifelong. An interest in sports may last your entire life. At some points in your life you may play sports and at other times watch sports.

Again, this is an important section if you do not have a lot of work experience. Your interests may be useable on the job. An employer looking for a sales clerk in a stationery store may be impressed with your persuading interest.

Read the following list of interests and circle those that you think you have. If you can think of any others, add them on the blank lines. Choose at least four. Use both the general and specific lists.

INTEREST LIST

GENERAL

Artistic interest	Supervisory interest
Counseling interest	Organizational interest
Music interest	Creative interest

Persuading interest	Mechanical interest
Technology interest	Numerical interest
Verbal interest	Reading interest
Entertainment interest	Athletic interest
_____	_____
_____	_____

SPECIFIC

Building models	Listening to music	Record collecting
Cheerleading	Soccer	Football
Softball	Volleyball	Riding dirt bikes
Sewing	Painting	Crafts
Girl Scouts	Boy Scouts	Chorus/Choir
Band	Watching videos	Computer club
_____	_____	_____
_____	_____	_____

STOP HERE AND SHOW YOUR TEACHER.

CHOOSE AT LEAST FOUR INTERESTS THAT YOU CIRCLED (CHOOSE FROM GENERAL AND SPECIFIC) AND TRANSFER THEM TO THE FINAL RESUME ON. COPY THEM EXACTLY AS THEY APPEAR--THE FIRST LETTER IN UPPERCASE; THE REST IN LOWER CASE. EXAMPLE:
Reading interest

WORK EXPERIENCE

Work experience on a resume usually means the paid jobs you have had. This lets an employer know 1)who you have worked for; 2) what your position was; 3) how long you worked there; and 4) what your responsibilities were.

Under work experience on your resume include any paid jobs you have held, but also include volunteer (nonpaid) work. Employers are interested in your experience. You gain experience whether you are paid for it or not.

Let's begin with **paid** jobs. On your resume you will list the following:

Dates worked: List jobs (paid and nonpaid) in the order of most recent job held to oldest job held. If you are working now write: 1985 to present

1987 to present

Company name and address:

Frank's Deli
5 Merrick Avenue
East Meadow, New York
11554

Lawnmowing
Your home address
City, State Zipcode

Position: What was the title for the work you performed? **TURN THE PAGE FOR SOME EXAMPLES.**

counterperson	stock clerk	cashier
gas attendent	cook	babysitter
manager/lawnmower	waitress	camp aide

Duties: What did you do on this job? Use past-tense verbs if you are not still doing this job. Use present-tense verbs if you are still on this job. Be very specific when describing duties; and try write more than one. Examples:

took orders	handle money	prepare lunch
rang-up orders	bagged grocies	stock shelves
pump gas	trimmed hedges	washed windows
organize play	supervise children	organized crafts

Nonpaid jobs will follow the same format--dates, company information, position and duties. If you have helped parents or friends in church or synagogue; an office; at home, etc. Write it down! Example:

1986 to present	1st Church	Teacher Aide	Help teach Prepar snack Read stories
1987 to present	Neighbor	Helper	Help elderly neighbor with household chores

TURN PAGE TO CONTINUE WORK EXPERIENCE.

ENTER YOUR WORK EXPERIENCE (PAID AND NONPAID) BELOW. TAKE YOUR TIME TO DESCRIBE EACH JOB COMPLETELY. LIST YOUR JOB EXPERIENCE IN THE ORDER OF MOST RECENT JOB HELD TO OLDEST JOB HELD. REMEMBER, AN EMPLOYER IS MOST INTERESTED IN WHAT YOU HAVE DONE RECENTLY, NOT A WHILE AGO!

DATES	COMPANY	POSITION	DUTIES

1.

2.

3.

4.

LOOK AT THE RESUME SAMPLE ON PAGE 27 FOR EXTRA HELP.

WHEN YOU ARE FINISHED, SHOW YOUR TEACHER, AND THEN TRANSFER TO THE RESUME.

HONORS AND ACHIEVEMENTS

YOU'RE ALMOST DONE! A complete resume is just a couple of steps away. Remember a resume lets other people know just how unique you are. The honors and achievements section does not have to appear on a resume, but it does show some more facts about you.

Have you ever been on a winning sports team? Or received a certificate for a job well done? Have you received recognition awards for completed work in class or perfect attendance? Have you ever made the Scholastic or Honor Roll, or received a good grade for a hard course? Take a few minutes to think about your involvements in school, sports, clubs, or the community. If you're not sure if something is an honor or achievement, check with your teacher.

List your honors or achievements below.

1.

2.

3.

4.

STOP HERE AND SHOW YOUR TEACHER.

TRANSFER THIS INFORMATION TO THE FINAL RESUME.

REMEMBER TO LOOK AT THE SAMPLE RESUME FOR HELP.

REFERENCES

This is the last section of your resume. You are doing a good job!!

There are two types of references: business and personal. In the reference section of your resume you will write the names and addresses of two people who have known you over one year. One will be your business reference and one will be your personal reference. An employer may contact one of these people to ask their opinion of <u>you.</u> So. . .make sure you name people who will give a good, but HONEST, opinion.

A **business reference** is a previous employer, teacher, guidance counselor, coach, etc. These are people who you can tell what kind of worker you are.

A **personal reference** is a friend or neighbor. These are people who can tell what kind of person you are socially.

Giving one reference of each type will let an employer know both "unique" sides of you.

TURN THE PAGE TO LIST YOUR REFERENCES.

List your references below.

BUSINESS REFERENCE	PERSONAL REFERENCE
Name_____	NAME_____
ADDRESS _____	ADDRESS_____
CITY_____	CITY_____
STATE, ZIP _____	STATE, ZIP _____
PHONE_____	PHONE _____

WHEN YOU HAVE FINISHED SHOW YOUR TEACHER, AND THEN TRANSFER THE INFORMATION TO THE FINAL RESUME.

CONTRATULATIONS!!!

YOU SHOULD NOW HAVE A COMPLETE RESUME!

I'M PROUD OF YOU!

REVIEW TEST

Circle T for True or F for False

1. T F The resume you write now should state the career objective for when you are out of high school.
2. T F An award for good attendance may be included on a resume.
3. T F Work experience should only include paid jobs.
4. T F Your educational background should be written in chronological order because that is how you went through school.
5. T F A good career objective for a job during the school year is "Part-time employment."

Write the answer in the space below each question.

6. What information do you include in the personal section of a resume.
7. Why is it important for a teenager to list abilities and interests?
8. Give an example of a business reference.
9. Give an example of a personal reference.
10. How will a resume help you get a job instead of another teenager?

TURN THE PAGE TO CHECK YOUR ANSWERS.

REVIEW TEST ANSWERS

1. F--The career objective should be for NOW.
2. T
3. F--Teenage work experience may include nonpaid jobs.
4. F--List in reverse chronological order; an employer is interested in the most recent information.
5. T
6. Full name, address and telephone number
7. Teenagers usually do not have a lot of work experience. Abilities and interests show what else you can do.
8. Teacher, guidance counselor, coach, previous employer
9. Friend or neighbor
10. A resume will show that you are a unique person. Most teenagers will not have a resume.

HOW DID YOU DO? GIVE YOURSELF A GRADE _____. TAKE OFF 10 POINTS FOR EVERY INCORRECT ANSWER.

NOW, TURN THE PAGE AND COMPLETE THE POST TEST.

POST TEST

1. List five main parts of a resume.

   a.

   b.

   c.

   d.

   e.

2. What information is listed first on a resume?

   _____

3. What information is listed last on a resume?

   _____

WHEN YOU FINISH, SHOW THE POST TEST TO YOUR TEACHER.

JANICE J. KELLEY
75 MAIN STREET
EAST MEADOW, NEW YORK 11554
454-1234

CAREER OBJECTIVE: Part-time employment after school

EDUCATION

Woodland Junior High School
Wenwood Drive
East Meadow, New York 11554

Major courses: Introduction to Occupations, Technology 8, Typing

Expected date of Graduation: June, 1988

Bowling Green Elementary School
Stewart Avenue
East Meadow, New York 11554

Graduated: June, 1985

ABILITIES: Clerical ability, Word processing, Helping ability, Speaking clearly

INTERESTS: Organizational interest, Spanish club, Cooking, Band

WORK EXPERIENCE

1988 to present	Apple Orchard	Cashier	Ring up orders Make change Bag orders
1984 - 1987	Various Neighbors	Babysitter	Watched children Prepared meals Organized play

HONORS AND ACHIEVEMENTS

Received a B in Social Studies, Church perfect attendance award.

REFERENCES

Mr. Corie
Guidance counselor
Woodland Junior High
East Meadow, New York
516/485-1800

Mrs. E. Johnson
Neighbor
80 Main Street
East Meadow, New York
516/123-4567

TURN BACK TO THE LAST PAGE YOU WORKED ON AND CONTINUE!

CAUTION!!

WHEN YOU TURN THE PAGE YOU WILL SEE THE FORM FOR YOUR FINAL RESUME.

DO NOT WRITE ON THE FORM UNTIL YOU ARE SURE YOU KNOW EXACTLY WHAT YOU WANT TO WRITE!

WORK VERY CAREFULLY ON THE WORKSHEET PAGES OF THIS LEARNING ACTIVITY PACKAGE. THEN, CAREFULLY TRANSFER THE INFORMATION TO THE FINAL RESUME FORM.

RESUME

_____
_____
_____
_____

CAREER OBJECTIVE: _____

EDUCATION:

Junior High School

_____
_____

Major courses: _____

Expected date of graduation: _____

Elementary School

_____
_____

Graduated: _____

ABILITIES: _____
_____

INTERESTS: _____
_____

WORK EXPERIENCE:

Dates	Company	Position	Duties

HONORS AND ACHIEVEMENTS: _____
_____

REFERENCES:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

THIS IS TO

CERTIFY

THAT

_____

HAS WRITTEN A COMPLETE RESUME

_____ _____

TEACHER DATE

Appendix 5

Post-Learning Questionnaire

POST LEARNING QUESTIONNAIRE

The purpose of a post learning questionnaire is to give you the opportunity to say how you felt about the learning material. The answers to these questions will not affect your grade on the resume learning activity package. Your answers will, though, help to improve the package. Your honest answers are very much appreciated.

You may use a pen or a pencil. Check the yes or no line for each of the questions. The last question asks for suggestions which you should write down directly on this paper. THANK YOU.

	YES	NO
1. Have you ever before learned a topic using a learning activity package?	____	____
2. Did you like learning about a new topic using this method?	____	____
3. Do you like learning as a class better than learning individually?	____	____
4. Would you ask another teacher if you could learn on an individual basis?	____	____
5. Did you enjoy working at your own pace?	____	____

	YES	NO
6. Did you read everything before completing the worksheet sections?	____	____
7. Were the directions clear?	____	____
8. Did you understand that you were going to learn to write a resume?	____	____
9. Do you feel that there was adequate description of each section of the resume?	____	____
10. Were the examples included in each section helpful?	____	____
11. Do you feel you now know what a resume is?	____	____
12. Were you able to understand the vocabulary used in the learning material?	____	____
13. Did the review test help you to determine what you didn't know about resumes?	____	____
14. Do you have any suggestions for improving the learning material? If yes, please list them below.	____	____

_____

_____

_____

Appendix 6

Follow-up Questionnaire

FOLLOW-UP QUESTIONNAIRE

About one month ago you completed a learning activity package on preparing a resume. The package took you step-by-step through completing a resume. Please answer the following questions. The answers will help in the evaluation of the learning materials.

Thank you.

	YES	NO
1. Have you used your final resume in a job-seeking situation?	____	____
2. Will you consider using your final resume in a future job-seeking situation?	____	____
3. Would you have used a resume to find a job before you completed the learning package?	____	____
4. Have you shown your completed resume to friends or family?	____	____
5. Would you encourage your friends to write a resume for future job hunting?	____	____
6. Do you feel you are better prepared for job hunting, now that you have a resume?	____	____
7. Are you more aware of your abilities and interests since completing the resume?	____	____
8. If one of your friends asked for your help in preparing a resume, do you feel that you could help them prepare it?	____	____

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